DOCUMENT RESUME

ED 430 084 CE 078 544

AUTHOR Wellington, Margaret, Comp.
TITLE Tech Prep Perspectives for School Counselors Workshop. Post Workshop Report of Evaluation Instruments, Assignments, Conclusions, Recommendations.
SPONS AGENCY Ohio State Dept. of Education, Columbus.
PUB DATE 1998-05-00
NOTE 102p.
PUB TYPE Reports - General (140)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Career Planning; Counselor Attitudes; Counselor Performance; *Counselor Role; *Counselor Training; Learning Activities; Material Development; Postsecondary Education; *School Counselors; Secondary Education; *Tech Prep; Workshops
IDENTIFIERS Ohio

ABSTRACT

The Tech Prep Perspectives for School Counselors Workshop was offered by distance learning at 2 sites to 30 participants. Its goal was "Participants will learn information to help students acquire accurate knowledge of Tech Prep programs to use when making class choices and career plans." Cooperative learning activities developed a student profile, prerequisite list, suggestions for application form improvement, and formal student interview schedule. Five major out-of-class assignments were classroom visit; student interview; inservice presentation; action plan development; and program design. Participants enjoyed the visit most; interviewed 23 students; rated inservice reception as highly positive, but liked it least; and found action plan development least helpful. Comparison of the pre-post survey indicated counselors had a much better grasp of tech prep knowledge and felt much more confident about their role in sharing that knowledge. The post workshop survey of activities indicated participants wanted more activities and interaction with representatives from business, labor, teachers, students, parents. Four items on the expressed major concerns instrument were cited by 13 or more participants: potential employers "buy in" to tech prep; how to maintain academic and employer standards and get numbers for tech prep; college acceptance of curricular programs; and commitment from labor unions. (Appendixes include workshop and participant-developed materials.) (YLB)

TECH PREP Perspectives for School Counselors Workshop

Post Workshop Report of Evaluation instruments Assignments Conclusions Recommendations

Complied by Workshop Instructor,
Margaret Wellington, NCC, LCP, OCPC
College of Education
Kent State University
Spring Semester, 1998

Submitted to
Ray Timlin, KENT TECH PREP Consortium Coordinator
May, 1998

Preface

Although I invested more than two hundred-fifty hours--excluding instructional time--in the development of the TECH PREP Perspectives workshop, this opportunity for school counselors would not have been possible without the efforts of the following:

- ~ Ray Timlin, Kent Consortium TECH PREP Coordinator
- ~ Paul Boguski, Kent Consortium TECH PREP Assistant Coordinator
- ~ Donna Kidd, Kent Consortium TECH PREP Project Coordinator
- ~ Cynthia Brunner, Kent State University, Program Associate
- ~ Ray Getz, Superintendent, McDonald Local School District
- ~ John Fieldhouse, Distance Learning Coordinator, Columbiana Educational Service Center
- ~ Bill Walker, School Counselor and computer/Distance Learning expert extrodinare, McDonald Local School District
- ~ Dottie Fogel, School Counselor Niles McKinley HS, and McDonald workshop site facilitator
- ~ Jean Cusick, Middle School Counselor, Columbiana Exempted Village and Columbiana Career Center workshop site facilitator

In addition, many thanks to the speakers and panel members, especially Dr. Elaine Edgar, Ohio Board of Regents, who gave freely of their time to share their respective perspectives, and to the Ohio Department of Education Professional Development Office personnel who recognized the need for, and funded, the workshop. Most of all, special thanks to the school counselors of Columbiana, Mahoning and Trumbull Counties for their support and interest which made the TECH PREP Perspectives Workshop a reality and success.

Margaret Wellington, NCC, LPC, OCPC
TECH PREP Perspectives KSU Workshop Instructor
May, 1998

Table of Contents

Background. 1

Evaluation Instrument Results and Observations 3
- Table 1: Pre-Post Survey Results . . . . .
- Table 2: Workshop Survey of Activities Results . . . .
- Table 3: Results of Expressed Major (unanswered) Concerns . .

Summary of Evaluation Instrument Results 9

Assignment Results and Observations 12
- Classroom Visit 12
- Student Interview 13
- Colleague Inservice 15
- Action Plan 18
- Final Project 20
- Article Review Form 22

Conclusions 24

Recommendations for Future TECH PREP Learning Opportunities . . . 25

Appendix
- A. Workshop brochure
- B. Complete Syllabus (List of expectations for participants at the end)
- C. Assignment Syllabus with Reading List
- D. TECH PREP 101: A "programmed" learning activity re: TECH PREP basics
- E. Assignment Checklist
- F. Site facilitator Responsibilities
- G. Facilitator and Recorder Responsibilities for Group work
- H. Classroom visit form
- I. Student Interview Form
- J. Colleague Inservice Form and accompanying evaluation form
- K. Action Plan form (Used as a three-part NCR format)
- L. Handout to clarify Final Project
- M. Article Review Form (Submitted for each absence)
- N. Five-minute Article Review Form used as in class activity
- O. Sample memo requesting speaker/panel participation
- P. Composite list of questions provided appropriate speaker/panel members
- Q. TECH PREP Student Profile developed in workshop by participants
- R. TECH PREP Student Prerequisites developed in workshop by participants
- S. Pre-Post Survey
- T. Post Workshop Survey of Activities
- U. Major Expressed Concerns Survey

Background

The TECH PREP Perspectives for School Counselors Workshop was funded by an Ohio Department of Education Professional Development grant in cooperation with the Kent State University Trumbull, Mahoning, Tuscarawas, Columbiana TECH PREP Consortium (Kent TECH PREP), and the Youngstown State University Mahoning Area Consortium (MAC TECH PREP). The two semester hour workshop was offered spring semester, 1998, through distance learning at two sites simultaneously: McDonald High School in Trumbull County, and Columbiana Career Center in Columbiana County (See Appendix A: Workshop Brochure). Thirty workshop participants representing seventeen school districts were enrolled in the workshop, i.e., twenty two practicing school counselors--seventeen high school and five middle/junior high school--, three principals, one superintendent, two vocational teachers, one certificated non-practicing school counselor, and one retired educator and former counselor now working as the coordinator of the Columbiana Educational Service Center Distance Learning Program. Participants were from school districts in Trumbull, Columbiana, and Mahoning Counties. Although all participants completed the needs assessment/pre-test, only the results of the practicing school counselors were used for this observation summary. The class was developed and instructed by Margaret Wellington who has been active with the KENT TECH PREP Consortium since 1993.

The wokshop goal, "Participants will learn information to help students acquire accurate knowledge of TECH PREP programs to employ when making class choices and career plans," and objectives were based on the unmet needs assessed on a post evaluation workshop administered to school counselors who attended a similar workshop in Spring, 1995, as well as needs expressed by Trumbull, Mahoning, and Columbiana school counselors at two meetings held in January and February, 1998 (See Appendix B for the complete syllabus, and Appendix C for the "Assignment Syllabus"). Briefly, the objectives were organized to encompass perspectives from a variety of populations identified by school counselors from whom they wished to learn more, e.g., consortia coordinators, state, business, industry, labor, school-to-work, career education representatives, as well as secondary, post secondary teachers, parents of TECH PREP students and current TECH PREP students. The workshop title, "TECH PREP Perspectives," was, in fact, selected to reflect this emphasis. Discussion was held on many topics including the historical and philosophical development of TECH PREP (See Appendix D). Cooperative

learning activities included the development of a TECH PREP Student Profile, Required Prerequisite List, suggestions for improving the TECH PREP Application form, and a format for a formal Student Interview. Assignments were designed to provide participants pragmatic, "hands on" experience with TECH PREP such as a visit to a TECH PREP classroom, an interview of a TECH PREP student, presenting an informal staff inservice to share information learned from the employer panel, designing a TECH PREP inservice for staff, and developing either an ideal or pragmatic TECH PREP program for their respective district (See Table of Contents: "Appendix" for a listing of materials developed for the workshop that are located in the Appendix).

Four evaluation instruments were administered. First, a pre-post survey was designed to measure participant learning that occurred as a result of the workshop. The second, "Post Workshop Survey of Activities," was administered to ascertain the value of the workshop activities to assist in the development of future workshops. A third instrument, "Expressed Major Concerns RE: TECH PREP," listed items expressed by the workshop participants at the initial session. At the last workshop session, participants were requested to mark five of the items on the list that reflected their strongest unanswered concerns. The responses will be given to consortium officials as possible topics for future learning opportunities. The final evaluation instrument was constructed by Kent State University and administered by a workshop participant at each of the two sites to measure the quality of instruction.

This report is organized into four sections:

1. The goal, results interpretation, and observation summary of each evaluation instrument administered
2. The goal, description, and observation summary of each major assignment
3. Conclusions drawn based on the results of the evaluation instruments and assignments
4. A list of recommendations to consider for future TECH PREP learning opportunities.

Evaluation Instrument Results and Observations

Evaluative Instrument I: Pre-Post Survey

The needs assessment/pre-test instrument was comprised of some items from the 1995 instrument as well as new items that reflected the goals and objectives as developed from previously assessed and expressed needs (See Appendix S). Its purpose was three fold: to provide a base line to measure participant knowledge prior to the workshop that, when compared to the post workshop evaluation would show learning that occurred as a result of the workshop; to provide information to the instructor to refine information provided during the workshop to better meet participant needs; and, to provide TECH PREP consortia coordinators assessed information to assist them in program development. Forty items to which participants responded using a strongly disagree to strongly agree five point Leikert Scale were distributed over the following categories related to TECH PREP:

I. Perceptions
   - A. Knowledge
   - B. Recruitment/Selection
   - C. Business/Industry/Labor

II. Factual Knowledge
   - A. Program
   - B. Curriculum
   - C. Implementation

The pre-test/needs assessment and post workshop instrument results of the twenty-two school counselor participants were compiled and the raw numbers were converted into percentages for interpretation. (See Table 1). A report of the pre-workshop survey was provided to the Kent Consortium Coordinator midway through the workshop.

Observation Summary

Overall, the responses of the pre-workshop survey were widely spread among the five point scale for more than half the items. This suggests that the perceptions and knowledge of the school counselors varied widely. There are items for which the counselors' responses collected to one extreme of the scale; in fact, all items had strongly disagree responses whereas eleven items had no "strongly agree" responses.

On the pre workshop survey, no strongly agree responses earned more than a 52%

response, and about two-thirds of the items were marked strongly agree by four or fewer participants. On the post test survey *sixteen* items revealed 60% or higher "Strongly Agree" responses. This means thirteen or more of the twenty-two school counselor participants strongly agreed to the items. In descending order of percentage "strongly agree" responses marked 60% or higher on the post workshop survey include:

Item 22: (90%) School counselors play a pivotal role in selecting and recruiting students for TECH PREP
Item 31: (90%) Students enrolled in TECH PREP classes may also enroll in college prep classes
Item 1: (81%) I understand the theory and philosophy of TECH PREP
Item 30: (80%) A TECH PREP curricula includes mathematics, science, communications, and employability competencies
Item 38: (80%) I have observed a TECH PREP class and have seen how a TECH PREP class is instructed
Item 2: (76%) I am knowledgeable of the goals and objectives of the TECH PREP program.
Item 3: (76%) I am aware of the advantages of the TECH PREP program.
Item 12: (76%) I can explain the benefits of the TECH PREP program to school staff.
Item 14: (76%) TECH PREP has potential for meeting the needs of students in my district.
Item 39: (75%) TECH PREP programs may involve cooperative efforts among different school districts.
Item 13: (67%) I know ways to promote TECH PREP programs in my school.
Item 11: (71%) I know the profile of a TECH PREP student so I can identify potential TECH PREP students.
Item 10: (71%) I have formally interviewed a TECH PREP student and used the information when talking with potential TECH PREP students.
Item 7: (67%) I am confident that I can explain the TECH PREP program to students.
Item 9: (62%) I am confident that I can select students for the TECH PREP program.
Item 24: (62%) TECH PREP is designed to provide a seamless transition from secondary to post secondary programs.

A cursory review of the above items shows that by the conclusion of the workshop counselors better recognize their pivotal role, comprehend the program and its advantages, know how TECH PREP students can enroll in college classes, know how to explain and promote it to staff and students, and can identify and select potential students.

More than half of the respondents "agreed" on the post survey they were now familiar with the TECH PREP curriculum (Item 5, 52%), and 57% (Item 37) know that students who complete a TECH PREP secondary program will have employable skills at the completion of high school.

"Neither agree or disagree" responses to three items on the post survey are worth noting. Seventy-one per cent noted this response to item 20. "I have a good working knowledge of the employment needs of area businesses, industries, and labor; and, sixty-two per cent responded in this column to item 19: "I am familiar with local industries and businesses that will employ TECH PREP students." Forty per cent of the respondents marked the "neither agree or disagree" response to a third item, number 36, "TECH PREP competencies are assessed at the 12th grade."

On the pre-survey twenty-four items were marked, "Disagree," by six or more respondents and only six items had no "Disagree" responses. However, on the post-workshop survey twenty-six items had no "Disagree" responses, and only one item, 27, which was poorly worded and confusing, received more than three responses. One disagree item, 20, which was marked by 64% of the school counselors on the pre survey received no "Disagree" responses on the post survey. Most, however, are still unsure in respect to this item (See previous paragraph).

More than three school counselors marked "strongly disagree" for thirty-five items on the pre-survey, while on the post-survey no "strongly disagree" items earned more that three responses. In fact, three of the items in this category "dropped" from more than half the respondents to one or two, i.e., items 10, 29, and 38. Each of these items was addressed by workshop activities.

Based on the comparison of the pre and post workshop survey, counselors have a much better grasp of TECH PREP knowledge, and feel much more confident about their role in sharing that knowledge. Although responses to items relating to business, industry, labor, employers, etc., "moved" from strongly disagree and disagree to "neither agree or disagree" they indicate a need for more information on these topics.

Evaluative Instrument II:

"Post Workshop Survey of Activities"

This instrument was administered to ascertain the value of the workshop activities to improve participant knowledge and to assist in selection and development of activities for future workshops (See Appendix T).

Participants were asked to rank on a Leikert Scale from "No Use," to "Much Use" nine of the major workshop activities as to their usefulness to "improve *your* knowledge." They were also requested to rank these same activities as to their usefulness in providing information "...you can share to improve *student* knowledge of TECH PREP." Unfortunately, the directions were not clearly stated or followed, and although all participants completed the responses to the first ten items, only six completed items 11-20 of the survey. Seventeen of the twenty-two respondents did, however, complete the three open-ended items (See Table 2).

TECH PREP PRE-WORKSHOP "PRE-POST" RESULTS 5/98 REPORTED IN PERCENTAGES

ITEM RESPONSES REPORTED IN PERCENTAGES	PRE STRON DIS	POST STRON DIS	PRE DIS	POST DIS	PRE NEITHER AGREE OR DISAGREE	POST NEITHER AGREE OR DISAGREE	PRE AGREE	POST AGREE	PRE STRONG AGREE	POST STRON AG
I. PERCEPTIONS: A. KNOWLEDGE										
1. I understand the theory and philosophy of TECH PREP.	28	10	16	0	12	0	36	10	8	81
2. I am knowledgeable of the goals and objectives of the TECH PREP program.	21	9	25	0	17	0	37	14	0	77
3. I am aware of the advantages of the TECH PREP program.	26	5	17	0	17	0	39	19	0	76
4. I am familiar with how the TECH PREP curriculum is developed	29	5	38	5	25	19	8	38	0	33.
5. I am familiar with the TECH PREP curriculum.	38	5	28	0	19	19	14	52	0	24
6. I need to learn more about TECH PREP.	17	0	13	19	0	33	21	43	47	10
I. PERCEPTIONS: B. RECRUITMENT/SELECTION										
7. I am confident that I can explain the TECH PREP program to students.	22	5	30	0	17	0	26	29	4	67
8. I have sufficient TECH PREP material to share with students and parents.	45	5	21	10	8	5	17	38	8	43
9. I feel confident that I can select students for the TECH PREP program.	17	10	26	0	22	5	30	24	4	62
10. I have formally interviewed a TECH PREP student and used the information when talking with potential TECH PREP	48	10	30	0	0	0	13	24	9	67
11. I know the profile of a TECH PREP student so I can identify potential TECH PREP students.	29	5	13	0	13	0	42	24	4	71
12. I can explain the benefits of the TECH PREP program to school staff.	13	5	43	0	22	0	17	19	4	76
13. I know ways to promote TECH PREP programs in my school.	26	5	39	0	17	10	13	19	4	67
14. TECH PREP has potential for meeting the needs of students in my district.	17	5	0	0	17	10	35	10	30	76
15. Alternate delivery systems for TECH PREP such as 1/2 day programs would enhance enrollment of students from my	13	5	4	0	30	19	22	19	30	57
16. A TECH PREP program housed in my high school building would be ideal.	17	10	4	0	43	33	13	0	22	57
17. A TECH PREP program housed in my high school would be pragmatic.	13	10	9	10	43	19	22	10	13	52
I. PERCEPTIONS: C. BUSINESS/INDUSTRY/LABOR										
18. I know TECH PREP career opportunities in the local and national labor market.	26	5	43	14	22	29	9	33	0	19
19. I am familiar with local industries and businesses that will employ TECH PREP students.	30	0	39	14	13	62	17	19	0	5
20. I have a good working knowledge of the employment needs of area businesses, industries, and labor.	14	0	64	0	9	71	14	14	0	14
21. I have discussed TECH PREP with business, industry, or labor representatives.	43	10	39	19	13	33	4	33	0	5
II. FACTUAL KNOWLEDGE: A. PROGRAM										
22. School counselors play a pivotal role in selecting and recruiting students for TECH PREP.	13	5	4	0	9	0	22	5	52	90
23. TECH PREP programs demonstrate systemic change at both the secondary and postsecondary level.	13	5	4	5	35	10	22	29	26	52
24. TECH PREP is designed to provide a seamless transition from secondary to postsecondary programs.	13	5	0	0	30	0	30	33	26	62
25. About 70% of all jobs will require a technical training background.	13	5	0	0	30	5	22	43	35	48
26 TECH PREP really is a college program.	22	14	17	0	30	10	26	38	4	38
27. TECH PREP is designed for all students who are not preparing for a four year college program.	29	38	30	33	17	10	4	14	0	5
28. The major TECH PREP partners are secondary schools and colleges.	5	10	27	15	27	10	27	45	14	20
29. I have had the opportunity to interact with state leaders to learn about the TECH PREP program.	59	5	27	5	5	15	9	10	0	5
II. FACTUAL KNOWLEDGE: B. CURRICULUM										
30. A TECH PREP curricula includes mathematics, science, communications, and employability competencies.	14	5	0	0	14	0	45	15	27	80
31. Students enrolled in TECH PREP classes may also enroll in college prep classes.	14	5	5	0	18	0	27	5	36	90
32. TECH PREP curriculum design reflects regional labor markets as a focus.	9	5	0	0	36	15	31	35	22	45
33. TECH PREP curriculum development is driven by business, industry, and labor needs.	9	5	0	10	27	5	41	35	22	45
34. Teachers instructing secondary TECH PREP classes must have vocational certification.	22	10	27	5	45	10	5	30	0	45
35 The ICP is an integral part of TECH PREP.	9	5	5	5	41	25	22	10	22	55
36. TECH PREP competencies are assessed at the 12th grade.	18	15	9	0	63	40	5	30	5	15
37. Students who complete a TECH PREP secondary program will have employable skills at the completion of high sch	9	5	9	0	27	14	31	57	22	24
38. I have observed a TECH PREP class and have seen how a TECH PREP class is instructed.	50	10	31	0	0	0	5	10	14	80
II. FACTUAL KNOWLEDGE: C. IMPLEMENTATION										
39. TECH PREP programs may involve cooperative efforts among different school districts.	18	5	5	0	5	5	36	15	36	75
40. All public schools in our county are a part of the TECH PREP Consortium.	5	14	22	0	36	24	18	19	18	43

10

PRE "N" = 23; POST "N" = 21 (HS, MID/JRH SCHL TRUM, COL, MAJON COS.

Table 2: Survey of Workshop Activities

TECH PREP POST WORKSHOP SURVEY OF ACTIVITIES - REPORTED IN PERCENTAGES

ITEM RESPONSES IN PERCENTAGES	NO USE	LITTLE USE	UNSURE OF USE	SOME USE	MUCH USE	RANK BY MUCH USE CATEGORY
1-10 USEFUL TO IMPROVE YOUR KNOWLEDGE						
1. Speaker presentations	0	5	0	18	77	4
2. Classroom visit	0	0	0	5	95	1
3. Student interview	0	0	0	18	82	3
4. Colleague inservice	9	5	23	36	32	9
5. Reading of articles	0	5	5	45	45	6
6. Workshop discussions	0	5	5	41	50	5
7. Cooperative learning activities	0	5	14	36	45	6
8. Action planning	0	9	5	41	41	8
9. Final project	0	0	0	14	86	2
10. Overall workshop						
11-20 USEFUL TO SHARE TO IMPROVE STUDENT KNOWLEDGE						
11. Speaker presentations	0	0	1	3	2	
12. Classroom visit	0	0	0	0	6	100%
13. Student interview	0	0	0	0	6	100%
14. Colleague inservice	1	0	3	1	1	
15. Reading of articles	0	0	3	2	1	
16. Workshop discussions	0	0	0	4	1	Next highest
17. Cooperative learning activities	1	0	0	2	3	
18. Action planning	1	0	1	2	2	
19. Final project	0	0	1	3	2	
20. Overall workshop	0	0	0	0	6	100%

Table 2: Survey of Workshop Activities

N = 22 COUNSELORS FROM TRUM, MAHON, COL, COS.

Table 2: Survey of Workshop Activities

Post Workshop Survey of Activities
Compilation of Open-ended item Responses

Item 1: List three ways the workshop could be improved.

1. More discussion among ourselves.
2. More time for questions and answers with speakers (2 responses)
3. Opportunity to let employer (panel) know problems we face in the schools.
4. Remember some of us are coming "cold"--hadn't a clue what TECH PREP was
5. Move at a quicker pace and get out earlier.
6. Eliminate final project or explain better.
7. Eliminate colleague inservice.
8. More information about related careers.
9. More (time) with employers.
10. Site visit--engineering.
11. More hands-on
12. Centralized location.
13. We did the work for three semester hours not just two. (2 responses)
14. Longer time for panels.
15. More speakers
16. More site visits (2 responses)
17. Use of video to show TECH PREP sites
18. More panels with business, industry, labor
19. More cooperative learning
20. More immediate follow-up, processing of panels, readings, etc.
21. Screen some speakers for presentations, e.g., school-to-work.
22. 6 kudos

Summary of responses to item 1:

Participants seemed to want more activities, for more credit with less time in class--a perennial student request, no? Seriously, more time for "give and take" with panel members as well as more representation from business, industry, labor--employers--was a common theme. Although some mentioned additional site visits (which it seems they could arrange on their own) time constraints, the fact that the workshop was offered at two sites, and that the class was not offered at a time when TECH PREP classes were in session, prohibited this. The suggestion of using a video showing each site is well worth investigating.

Item 2: List three additions that would make the workshop better.

1. Visit several TECH PREP programs.
2. Ways for us to communicate concerns to Columbus--example, not counting

TECH PREP students who go to other colleges rather than consortium college.

3. More learning opportunities between the sites
4. Less time on "housekeeping" and more time for discussion
5. Include TECH PREP instructors to tell us what they do
6. What employers need
7. More state people
8. (Presentations from) legislators and their position on TECH PREP
9. Big employers/little employers and unions need to talk more (2)
10. (More) students, parents, discussions, reading materials, group activities, etc.
11. More people from industry
12. More administrators
13. Additional speakers who may let us know of jobs available to future TECH PREP students
14. Get superintendents and administrators in here for at least one session
15. Input of teachers of TECH PREP in class once
16. More panels, speakers
17. Cooperative projects
18. Use of AV if possible to strengthen ideas
19. More information from the state level
20. More information about funding

Summary of responses to item 2:

In response to additions to the workshop that would make it better, participants seemed to want "more" people, e.g., business, industry, labor, employers, state officials, TECH PREP teachers, students, parents, etc., and wanted to have more opportunities to speak with them--and with each other-- about programs, job opportunities, funding, etc.

Item 3: Write two or three sentences of our impressions of/reaction to using distance learning for the workshop.

1. This is my first class of IDL. The patience of the presenter is what makes the continuity.
2. The distance learning was interesting and I'm glad I got to experience it.
3. I really enjoyed the opportunity to experience distance learning. I'd welcome the chance again.
4. The IDL is better than long drives, but not as good as in person. It really helps to have the instructor on site, especially early (during the first two or three sessions).
5. My first experience with IDL made *almost* as big impression as the workshop itself. Very impressive.
6. Great way to learn. Loved having class this way. Made me feel like I was on

the "cutting edge."

7. Did not particularly like distance learning.
8. It was really neat! The location was great, the instructor super! Thanks! Let's do this again on another topic!
9. It's ok, but still remote.
10. I am not a big advocate of distance learning--I didn't like when Peggy wasn't in class.
11. I miss having the personal interaction for all sessions, but a good way to offer instruction to more.
12. Too impersonal. Didn't get to know Columbiana (counselors). Hate being on camera--not spontaneous; was a benefit to Columbiana. Not a problem for me but felt lie a separate class.
13. Not too bad for the first time!
14. I liked it--it was a neat way of being able to let more students attend the same class and also to find out what was happening in Columbiana.
15. DL was great and my first experience I feel technologically "in" now!
16. Distance Learning sees to be practical from a transportation standpoint. Handouts in volume are a problem. More preparation seems to be needed in a distance learning setting.
17. It was good to have the experience. I feel more positive about the concept. We have a DL lab now at our school. Maybe I can be encouraging to staff/students that may be asked to use the lab.
18. Novel experience.
19. I was extremely impressed by the way DL works. It was interesting and I enjoyed it.
20. I have used distance learning before and I find it valuable and economical. An important ingredient is the instructor willingness to move from site to site.

Summary of responses to item 3:

When asked to share their impressions/reactions to using distance learning for the workshop, about two-thirds responded positively, one-sixth negatively, and one-sixth were undecided. For most participants, it was their first experience and many reported being excited to learn about and use new technology. Those who were negative agreed that it made instruction seem somewhat impersonal and missed having the instructor at their site for all sessions. Those who were ambivalent said using IDL was, "Ok".

Observation Summary

The major activities as ranked in descending order by the school counselor workshop participants as being of "Much Use" were:

1. Visiting a tech prep classroom
2. Developing a final activity relating to participants' respective districts
3. Conducting a formal interview of a student enrolled in TECH PREP
4. Hearing from speakers, panels, e.g., employers, TECH PREP secondary, post secondary instructors, state level representative, etc.
5. Participating in discussions
6. Participating in cooperative learning activities
7. Reading appropriate, related materials
8. Developing an action plan relating to participants' respective districts
9. Conducting a colleague inservice

Nineteen participants ranked the overall workshop "Much use," and three marked "Some use," the total number of school counselor participants.

Of the six responses to the same items in respect to "usefulness in providing information you can share to improve student knowledge of TECH PREP," all agreed that the student interview, the classroom visit, and the overall workshop were most useful. The next highest ranking activity was the workshop discussions.

Responses to three open-ended items were also requested on this instrument:

1. List three ways the workshop could be improved.
2. List three additions that would make the workshop better.
3. Write two or three sentences of your impressions of/reaction to using distance learning for the workshop. (Responses to the three open-ended items in toto are cited in Table 2).

Participants listed ways to improve the workshop by requesting more activities for more credit with less time in class--a perennial student request. More time for "give and take" with panel members as well as more representation from business, industry, labor--employers--was a common theme. Although some mentioned additional site visits (which they could arrange on their own), time constraints, the fact that the workshop was offered at two sites, and that the workshop was not offered at a time when TECH PREP classes were in session, prohibited this. The suggestion of using a video showing each site is well worth investigating.

In response to additions to the workshop that would make it better, participants seemed to want "more" people, e.g., business, industry, labor, employers, state officials, TECH PREP

teachers, students, parents, etc., as well as more opportunities to speak with them--and with each other-- about programs, job opportunities, funding, etc.

When asked to share their impressions/reactions to using interactive distance learning (IDL) for the workshop, about two-thirds responded positively, one-sixth negatively, and one-sixth were undecided. For most, it was their first experience with IDL and many reported being excited to learn about and use new technology. Those who were negative agreed that it made instruction seem somewhat impersonal and missed having the instructor at their site for all sessions. Those who were ambivalent said using IDL was, "Ok".

Evaluative Instrument III: "Expressed Major Concerns"

Prior to initial instruction during the first session of the TECH PREP Perspectives Workshop, participants were organized into small groups of four or five. Each group was asked to list major concerns the group members had concerning TECH PREP. Each group was then asked to select its top five concerns. The major purpose of the activity was to provide the instructor a composite of the workshop participants concerns to ascertain if those concerns were included in the planned syllabus, and if not, to include them. The secondary purpose of the activity was to use a composite list of the concerns as a post workshop survey to identify those that were not addressed in the workshop (See Appendix U). During the last workshop session, participants were asked to mark on the composite list five of the items that reflect their strongest unanswered concerns initially expressed a the first workshop session. Responses were compiled and provided to consortium officials as suggestions for future learning opportunities (See Table 3).

Four items on the Expressed Major Concerns instrument were cited by thirteen or more participants. These are:

Item 5: (13 responses) Potential employers "buy in" to TECH PREP.
Item 11: (14 responses) How to maintain academic and employer standards and get numbers for TECH PREP
Item 12: (14 responses) College acceptance of curricular programs
Item 15: (13 responses) What is the commitment form labor unions?

There was a natural break in the number of responses between these and the fifth highest concern, item 6, "Overlap between TECH PREP and vocational school," which earned ten

Table 3: Major "Unanswered" Concerns

Expressed Major Concerns RE: TECH PREP
March 3, 1998 --Initial Workshop session)
Kent State University
Workshop Participants
TECH PREP Perspectives

Margaret Wellington, Instructor
This activity completed at the conclusion of the workshop
May 12, 1998

Mark with an X on the blank in front of **5 of the items** below that reflect your strongest unanswered concerns initially expressed at the first workshop session. Responses will be compiled and provided to consortium officials as suggestions for future inservices, etc.

(N = compiled responses)

___2__ 1. Why TECH PREP if JVS is not at capacity?

___3__ 2. Is there a large enough student pool?

___9__ 3. Will jobs be there for graduates?

___6__ 4. Where will the $ come from? (Funding for units)

__**13***_ 5. Potential employers "buy in" to TECH PREP?

__10__ 6. Overlap between TECH PREP and vocational school?

___4__ 7. Ambiguity in selection process

___8__ 8. Selection of new TECH PREP programs

___6__ 9. Certification of TECH PREP teachers when credit is given for academic classes

___8__ 10. How to get superintendent and board to support TECH PREP

__**14***_ 11. How to maintain academic and employer standards and get numbers for TECH PREP

__**14***_ 12. College acceptance of curricular programs

___1__ 13. What do we mean by seamless education--articulations between HS, college, consortium

___4__ 14. Follow up! Job performance, post secondary success

__**13***_ 15. What is commitment from labor unions?

___3__ 16. Lack of/timing of information

___6__ 17. What problems if consortium becomes less selective?

responses.

Observation Summary

Although participants heard from four employers during the workshop, the response to item 13 indicates a need to learn more from employers and reinforces findings from the post responses on the pre-post survey. Items 11 and 12 both concern maintaining academic standards. Number 11 illustrates a continuing need for counselors to know how TECH PREP can attract the best caliber of students and expand at the same time, while item 12 cites their concern how TECH PREP course work will be accepted by post secondary institutions--particularly for students who want to enroll in four year baccalaureate programs, or enroll in institutions other than the institution associated with the consortium. Item 15, "What is the commitment from labor unions?", reflects the participants' need for more input from union representatives from two of the largest Trumbull County employers--Delphi Packard Electric, and the Lordstown General Motors facilities. Although the participants were apprised of the efforts of Delphi in supporting a variety of TECH PREP activities, they are concerned about *employment* opportunities for TECH PREP students. Ironically, this seems to indicate they are, perhaps, unknowingly, holding TECH PREP programs to a higher standard than they do vocational or college programs. In addition, although union participation on a workshop panel was requested, union officials declined explaining that the union was already actively assisting a neighboring consortium, working on committees for the Kent TECH PREP Consortium, and is working through their role in supporting TECH PREP. The union official with whom the instructor spoke, however, noted that the union clearly supports TECH PREP. This message was relayed to the workshop participants. In response to item 6, as TECH PREP continues to evolve, there will be a continuing need for counselors to learn about the overlap between TECH PREP and (its relationship with the) vocational school.

Evaluative Instrument IV: Kent State University Workshop Evaluation

Results from this instrument will be shared when they are received.

Summary of Evaluation Instrument Results

Four evaluative instruments were administered at the conclusion of the TECH PREP Perspective Workshop. The first, a pre-post survey, was administered at both the first and last sessions to measure the learning that occurred during the workshop. The second instrument, "Post Workshop Survey of Activities," was administered to learn what workshop activities were of value to improve school counselor knowledge of TECH PREP, as well as which activities were most valuable to improve student knowledge of TECH PREP. This instrument also included three open ended questions. The third instrument, "Expressed Major Concerns," was constructed from a list of participants' concerns cited the first workshop session. The list was used for two purposes: First, so the instructor could have the concerns addressed in conjunction with the planned syllabus; and second, to administer as an evaluative instrument the last session to ascertain what unanswered concerns still existed The fourth evaluation instrument was administered by Kent State University to ascertain participants' views on the workshop instruction and organization. Results from the fourth instrument will be provided when it is received by the instructor. All participant assignments as well as evaluative results will be provided to consortium officials for use in future planning.

A cursory review of the pre-post survey shows that by the conclusion of the workshop counselors better recognize their pivotal role, comprehend the program and its advantages, know how TECH PREP students can enroll in college classes, know how to explain and promote it to staff and students, and can identify and select potential students. Counselors have a much better grasp of TECH PREP knowledge, and feel much more confident about their role in sharing that knowledge. However, responses to items relating to business, industry, labor, employers, etc., indicate a need for more information on these topics.

Responses to the "Post Workshop Survey of Activities" noted the following major activities ranked in descending order as being of "Much Use" are:

1. Visiting a tech prep classroom
2. Developing a final activity relating to participants' respective districts
3. Conducting a formal interview of a student enrolled in TECH PREP
4. Hearing from speakers, panels, e.g., employers, TECH PREP secondary, post secondary instructors, state level representative, etc.
5. Participating in discussions
6. Participating in cooperative learning activities
7. Reading appropriate, related materials

8. Developing an action plan relating to participants' respective districts
9. Conducting a colleague inservice

Nineteen participants ranked the overall workshop "Much use," and three marked "Some use."

Responses to the same items in respect to "usefulness in providing information you can share to improve student knowledge of TECH PREP," all agreed that the student interview, the classroom visit, and the overall workshop were most useful. The next highest ranking activity was the workshop discussions.

Responses to the first open-ended item, "...how the workshop could be improved" centered on the desire to have more activities, more time for "give and take" with panel members as well as more representation from business, industry, labor and employers. Some mentioned additional site visits and the suggestion of using a video showing each site is well worth investigating.

In response to additions to the workshop that would make it better, participants seemed to want "more" people, e.g., business, industry, labor, employers, state officials, TECH PREP teachers, students, parents, etc., and more opportunities to speak with them--and with each other--about programs, job opportunities, funding, etc.

When asked to share their impressions/reactions to using distance learning for the workshop, about two-thirds responded positively, one-sixth negatively, and one-sixth were undecided. For most participants, it was their first experience and many reported being excited to learn about and use new technology. Those who were negative agreed that it made instruction seem somewhat impersonal and missed having the instructor at their site for all sessions. Those who were ambivalent said using IDL was, "Ok".

The concerns noted most by the workshop participants on the third evaluation instrument, "Expressed Major Concerns" that were unanswered in the workshop seem to reflect the evolutionary growth of the TECH PREP program, its relationships with employers, unions, and post secondary institutions. Responses show counselors need to learn more from employers and union representatives in respect to employment of TECH PREP students, which, in fact, reinforces findings from the post responses on the pre-post survey. They have a continuing need to know how TECH PREP can attract the best caliber of students and expand while at the same time insuring TECH PREP course work will be accepted by post secondary institutions--

particularly for students who want to enroll in four year baccalaureate programs, or enroll in institutions other than the institution associated with the consortium. Knowledge of the relationship of TECH PRE to vocational schools is also a critical need.

Conclusions

Based on the positive results of the workshop illustrated by the evaluation instruments, the format and activities could be successfully replicated for other educators. In fact, workshop participants unanimously agree that school administrators (and classroom teachers) must have a TECH PREP learning experience to positively impact support for TECH PREP program and increase TECH PREP student enrollment.

Assignment Results and Observations

Five major "out of class" assignments were made. These assignments, designed to model TECH PREP learning modalities by provide participants pragmatic, "hands on", participatory experiences were:

Visiting a TECH PREP classroom
Conducting a TECH PREP student interview
Presenting a Colleague Inservice re: Information learned from the Employer Panel
Developing an Action Plan
Designing a Final Project consisting of one of the following:
- An Ideal TECH PREP program for the participants' respective districts
- A Pragmatic TECH PREP program for the participants' respective districts
- A staff inservice re: TECH PREP

Forms were provided for each of the assignments except one. (See Table of Contents: "Appendix" for the list of assignment forms located in the Appendix).

A summary of the activities and observation of each will be presented in the order the assignments were accomplished.

Assignment 1: Visiting a TECH PREP Classroom

The goal of this assignment was to provide participants first hand knowledge of the organization and instruction of TECH PREP classes they could share with the populations they serve. All but one participant visited a TECH PREP classroom. Five sites were visited:

Hubbard HS, TECH PREP computer program
Trumbull County Joint Vocational School TECH PREP computer program
Center for Industrial Training and Education (CITE)
Youngstown State University Motor Lab
Mahoning County Joint Vocational School TECH PREP Engineering Program.

Although workshop participants were given the option of attending the TECH PREP Regional Showcase at Kent State University in lieu of visiting a TECH PREP classroom, all chose to visit a classroom. They were encouraged to obtain building principal permission to use "work time" to visit a classroom, as well as request permission from the respective TECH PREP classroom teacher prior to the visit (See forms Appendix H). They were also asked to observe the TECH PREP classrooms in groups to avoid interrupting a class multiple times. All of those attending the Columbiana Career Center IDL site accompanied a Mahoning County school

counselor workshop participant to the MCJVS TECH PREP engineering program.

Observation Summary: Visiting a TECH PREP Classroom

According to remarks made by workshop participants as well as results on the "Survey of Workshop Activities," this was the activity they not only enjoyed most, but found to be most useful to enhance their own knowledge of TECH PREP instruction as well as that of potential students (See Table 4: Composite Responses of Classroom Visitations). Many seemed impressed with the self-discipline, responsibility and motivation of the students, as well as the high level of work being performed. Many wrote comments commending the ability of the students to work independently and in small groups. Most intend to use the information learned from the class visit with junior high/middle school, ninth and tenth grade students. Some, however, saw how the information would be helpful for them to give a first-hand perspective of TECH PREP to parents and home school staff members--especially to relay different and effective teaching strategies. A variety of suggestions were offered for TECH PREP personnel including the need to establish a local advisory board for a TECH PREP program housed in a comprehensive high school, curricular suggestions, and suggestions for more involvement of TECH PREP instructors in the selection process. A suggestion made by a participant but not listed as a response on the form was to have TECH PREP programs be an official and distinct site for tenth grade students to visit on annually scheduled vocational school visitation days.

Assignment 2: Conducting A "formal" Student Interview

Although most participants have talked with current TECH PREP students, none had conducted a formal interview, that is, asked a TECH PREP student to respond to a set list of items, and recorded the responses. During the third workshop session, participants brain stormed in groups what items to which they would like responses and that they could, in turn, share with potential TECH PREP students. A list was compiled of their items and a format for a formal student interview developed along with some brief instructions (See Appendix I.) Participants were instructed to bring forty copies of the completed form to the eighth class session. The objective was to provide a set of the interviews to each counselor to share with prospective students who might like to learn what current TECH PREP students thought of the program. In

Table 4

Classroom Visitation Form Composite Responses

Note: Items 1 and 2 requested demographic information
In the spirit of TECH PREP and to enhance discussion, workshop participants were encouraged to work cooperatively to submit assignments, especially if they were from the same building or district.

Item 3: Three observations made that enhance knowledge of TECH PREP:

Most of what the students do is hands on and working in teams
The students each had made a robot with a light sensor that followed a tape road
They were calibrating the angles of a robotic arm so they could determine how far it could move
Students in the classroom were very *self*-disciplined and wee very conscious of time management
Group that presented "power point" presentation were very organized and displayed excellent communication skills
Group stayed on task after the teacher gave instructions
The students were very *mature* and self motivated
Students work with relatively modern technology at their own work stations independently at their own pace on projects.
Students interacted when necessary to discuss project or problem and to share information without class disruption
Students were involved--there were no problems with inappropriate conduct or inattentiveness apparent--good atmosphere
...Observed an extremely high level of student independence
...Discussed the seniors' plans for next year and learned a lot about the 2 + 2 concept
...spoke at length with the instructor about student selection
A more in-depth description of the engineering TECH PREP program
The setting provided a realistic appearance of an actual workplace
Even though some of the donated machinery is out-dated or obsolete to industry, it still is helpful as a learning experience for the students
The students were self-motivated and capable of working productively on their own
The students were able to work cooperatively in small groups
Previous computer knowledge was not necessary to enter the program and succeed
(There's) a wide variety of materials used to prepare students for the job market
Amount of information the teacher needs to keep current for instruction
Students work independently--felt as if I was at a work site
The extent of the course content even on the he junior level was amazing!
The teacher must be overwhelmed with the need to stay "up" on technology,

programs, etc.
Students were proud of accomplishments, willing and able to share information, and look forward to internship next year
The CAD that had been studied in computer lab was directly related to the Hands on experiment lab
All students were self-directed and motivated to complete their experiment and report the results
The experiment involved more sophisticated calculations and interpretations than I had expected
...didn't realize the students are essentially a "self-contained" classroom
TECH PREP computers required a lot of math, especially algebra and trig
...didn't realize what all was involved in the computer classes, i.e., networking, programming, etc.

Item 4: With what population(s) can you use this information?

Future TECH PREP engineering students
Ninth and tenth grade students
Middle grades through 10th grade
Students and parents
Grades 8 - 10
Students, parents and staff at my home school
Students, teachers
9th & 10th grade staff and students
Prospective students, their parents, and school personnel including administrators, counselors and teachers
7-12 students and teachers

Item 5: Cite three ways you will use this experience/information with the population(s) cited above:

For the student who doesn't want to stay in classes all day this gives you an opportunity to do a variety of things
The students were proud they had created the robot so the student would have an opportunity to apply his learning
The students were using math and physics like they wee a natural part of them--not abstract theory
At registration time I"ll make sure our students realize how responsible and mature they will need to be to be successful
Students are permitted to be creative while accomplishing assignments...that appeals to certain students
Students are optimistic about getting jobs after participating in TECH PREP
To compare with present status/method of academic courses taken: generally textbook, lecture, paper/pencil oriented
To provide concrete example of what a TECH PREP classroom is like on an

"average" day
To relate training to real, local needs of current job market
...will help me advise prospective "preppies"
...can better address parental concerns
...I have suggested the need for and formation of a local advisory panel
...better understanding of TECH PREP
...helpful to explain the program
...can definitely see the partnership between the program, industry, and post-secondary education
In counseling students for program choices
In identifying and recruiting students for TECH PREP
In explaining TECH PREP to parents
Scheduling 8th to 9th explaining TECH PREP to students as a possible option
Explaining TECH PREP to teachers--I have a practical example now
Connection with ICP and 4 year plan
Encourage more students to consider TECH PREP
Help 9th and 10th grade to plan curriculum to fit the program prerequisites for entrance in junior year
Share enthusiasm with other staff members who may also be in a position to encourage students or recommend students to us.
As a resource and information guide for students, parents, and staff
As an advocate of TECH PREP with parents who may be skeptical and lack knowledge and understanding of the program
As a guide to students who may wish to have "first hand knowledge" of TECH PREP through a counselor/adults eyes
Can share knowledge when scheduling students
Use to aid teachers in teaching in their subject area, i.e., for hands-on practical applications, etc.
Use for helping kids have another career option.

Item 6: Cite one observation from this experience that impressed you most:

The students were very glad they were in TECH PREP and wouldn't ever recommend someone not participate
Students appear to be very motivated and goal-oriented
Students functioned independently with a competent knowledge/grasp of functional technical knowledge
The "business-like" or "real world" atmosphere
Teamwork, communications skills, and a sense of maturity and responsibility were evident
...the expertise and knowledge displayed by the students
Building their own computer--attaining knowledge of hardware components
...they actually built six computers and use them!
The self-motivation that all the students exemplified
...didn't realize just "how involved" working with computers is and just how much

the kids seemed to know

Item 7: What could you tell TECH PREP personnel from this experience that could assist them?

Whatever you can do to get equipment from industry or with grant monies would be very helpful. The more equipment they are exposed to the better.

I would like to stress the need for a local advisory committee to facilitate communication between the consortium and the site and to help with long-range planning

...all partners must continue to work on the seamless transition

Get more involved with union at TCJVS--seems responsibilities of program operation need to be established as well as criteria for teacher training required to keep current on instructional materials/programs

Need to be more active part of selection committee to ensure prerequisites are being met, e.g., so many students admitted to computer program with NO keyboarding skills

...the more enthusiastic the instructor (and instruction) the more the student correlated with that enthusiasm

...how can a more "set" curriculum be obtained

addition, two participants did a study of all the interview forms as their final project. The tallied responses are cited in Table 5 following the observation summary.

Observation Summary: Conducting a "formal" Student Interview

By Susan Nicosia-Horvath and Jackie Rush, counselors

Brookfield Local Schools, workshop participants

1. Most students chose TECH PREP programs based upon their interest in the content subject. (11/23 responses)
2. The school counselor proved to be the influential factor in most students' decision to enter TECH PREP programs. (9/23 responses)
3. Most students felt TECH PREP was "what they thought it would be" (9/17 responses) and all who responded felt that they would choose the program again. (10/10 responses)
4. Expectations met proved to be a mixed bag. Most responses indicated the program did not meet expectations, however, it seems that students were disappointed in specific areas, not the overall program. Examples of complaints were: No shadowing, older equipment, first half too easy, expected "full ride to YSU", and more college involvement.
5. "Hands-on" application and establishing cooperative relationships with other students (both 4/14 responses) were perceived by students as the best aspect of the program. Least favorite was the need to travel to program sites, with one student, noting a minor accident in which she was involved.
6. Math courses won hands down (12/12 responses) as the most beneficial high school course. After math, students tended to lean towards courses specific to their program area.
7. Students identified many characteristics that would describe students not suited for TECH PREP programs. Most characteristics described a mature, motivated and committed individual with strong academic skills and the ability to work in a team situation.
8. Most students listed positive aspects of the programs for counselors to impart to prospective student such as good career preparation and interest as a factor in decision making. However, some responses urge counselors to be specific about TECH PREP advantages and not to imply promises that they could not deliver (especially in relation to college involvement and travel arrangements).

Table 5: Student Interview Compilation

Each workshop participant was assigned to interview one TECH PREP student: however, participants were permitted to work in teams and ask one interviewee all ten items (See Appendix I). Twenty-three different students were interviewed, representing four different programs, in three counties (Trumbull, Columbiana, and Mahoning). All interviewees were asked to respond to item "A" as well as any four additional items.

The twenty-three observation forms were reviewed and various responses were listed and tallied. The reviewers then studied the information to determine most popular responses to each question and to see if any patterns were evident. Results were tallied and summarized in this report.

Copies of each completed interview as well as this report were provided to each workshop participant and to the coordinator of the Kent, and Mahoning Area Consortium (MAC) and KSU TECH PREP assistant coordinator so first-hand knowledge of TECH PREP from the perspectives of current students could be shared.

Findings of the Observation Summary

A. Why did you choose to enroll in a TECH PREP program? (23 responses)

- Interest in program content 11
- Training for a career/future 7
- Desire for non-traditional high school cirriculum 7
- Saving money 1
- A new experience 1
- Chance to get to college 1
- Chance to make a lot of money 1
- Practical application 1

Who or what influenced you?

- Counselor 9
- Parents 6
- Timlin visit 2
- Read about the program 1
- Meeting at KSUTC 1
- Friend 1
- School 1

B. Is the TECH PREP program what you thought it would be? (17 responses)

- Yes 9
- No 6
- Undecided 2

Would you choose it again?

- Yes 10
- No response 7

C. How has the program met/not met your expectations? (12 responses)

- Did not meet expectations 7
- Met or exceeded expectations 5

D. What do you like best/least about your program? (14 responses)

Best:

- Hands on activities 4
- Enjoyed classmates 4
- Internet use/networking 3
- Program content 2
- Computer experience 2
- Learning related subject matter 2
- Adult-like treatment 1
- Professional atmosphere 1
- Lab work 1
- Drafting/CAD experience 1
- Challenge 1
- Acceptance outside of home school 1

Least:

- Traveling 4
- BPA monthly meeting 2
- Writing summaries 1
- Leaving home school 1
- Teacher 1
- No degree 1
- Tests 1
- Electronics 1
- Not enough college interaction 1

E. What courses in high school benefited you most for TECH PREP preparation? (12 responses)

➢ Math	12
➢ Chemistry	4
➢ Communication skills/English	4
➢ Lab classes	2
➢ Computers	2
➢ Mechanical drawing	1
➢ Metal shop	1

F. What kind of student should *not* consider TECH PREP? (19 responses)

➢ Not motivated	5
➢ Not responsible	4
➢ No interest	4
➢ Poor attendance	3
➢ Not academically inclined	3
➢ Cannot follow directions	2
➢ Reading difficulty	2
➢ Lazy	2
➢ Uncooperative	2
➢ No patience	2
➢ Not serious	1
➢ No college ambition	1
➢ Not self-motivated	1
➢ Cannot work independently	1
➢ Does not like "hands-on" activities	1
➢ Transportation problems	1
➢ Poor math skills	1

G. What should a counselor tell a prospective student about TECH PREP? (12 responses)

- It is a good career preparation 2
- Interest is required 2
- Specific program characteristics 2
- Requires "hands-on" 1
- Hard Work 1
- Fun 1
- Total requirements 1
- Be aware of the cost 1
- Suggest a visit first (student & counselor) 1
- Ability to test out for college credit 1
- Explain 2+2 1
- Tell the truth!! 1

H. What would you tell another student about your program choice? About TECH PREP? (11 responses)

- Like it 3
- You will get computer experience 2
- It is interesting 2
- It is an asset to your future 2
- You can make money 1
- Break from the regular classes 1
- It is different 1
- "Hands-on" 1
- Challenging 1
- Need patience 1
- Need good Math and English skills 1
- The travel is bad 1

I. Has being in the TECH PREP program impacted your relationship with your home school? Explain. (10 responses)

- Yes 8
- No 7

*Obviously, reactions were mixed – see summary.

J. How do you plan to continue the TECH PREP path? (20 responses)

- College (2 or 4 year programs) 13
- Tech school 4
- Masters degree 2
- Direct employment 1

9. Primary information for students to relate to peers concerned their general satisfaction with an enjoyment of the program.
10. Students seem to feel that there were both negative and positive aspects of how TECH PREP has impacted their home school relationships. Some missed old friends, but were happy that they made new friends. Many said that they were still 'involved in sports. Scheduling presented a problem for allowing World History, Choir and Band. At least four students said that they were not kept informed of home school events, while one student expressed satisfaction in being more involved with the TECH PREP school. It is reminiscent of the saying about closing one door to open another.
11. Only one student questioned out of twenty did not plan on following the TECH PREP path and was going directly to employment. Most plan on attending college (15/20 responses) others plan on Technical School.

Special Notes:

Totals of responses for each question may not equal the total number of responses listed for that question. Reasons for this discrepancy may be one of the following:

-- Students may not have responded to all parts of a question
-- Students occasionally gave more than one response
-- Some questions implied a listing of factors

It should also be noted that a concern was expressed by a few students that counselors are not fully aware of program specifics and that may contribute to the students' misunderstanding of what will be provided.

Assignment 3: Colleague Inservice

The goal of the third assignment, conducting a brief colleague inservice, was to provide an opportunity for participants to acquaint colleagues with TECH PREP information learned from the business, industry, and labor panel presentation that those colleagues could use to improve instruction. At the conclusion of the inservice, the colleagues were each to complete a short evaluation of the information shared. These, along with a cover sheet completed by participants, who were encouraged to work in school/district teams, were submitted to the instructor (See Appendix J).

Eighteen "mini" inservices were presented to a total of eighty-five colleagues. Participant

responses to an item, "Rank how you perceive the inservice was received," noted on a five point scale from "very well-received," to "very unwelcomed reception," that three presentations were "Very well-received," fourteen believed their inservice was "Well-received," one "Couldn't get a read." There were no responses for either "Not well received," or "Very unwelcomed reception." In response to an item asking participants their reaction to the presentation, its reception, observations, how this assignment could have been improved, etc., the majority cited that their colleagues--many of whom didn't know about TECH PREP-- were glad to learn about it, were impressed with what TECH PREP had to offer students, and were happy to learn there was another option for students. Many noted that colleagues remained after the presentation to ask questions.

Participants' colleagues attending the inservice were asked to complete an evaluation of three items at the conclusion of the inservice:

1. Two things I learned about TECH PREP that I didn't know before about were:
2. Two ways I can use this information to improve instruction and/or directly use it with the students I teach are:
3. Comments I have about the information presented (not a critique of the presenters!) are:
4. It would be helpful to learn more about TECH PREP: ___yes, ___no, ___ not sure.

In response to item 1, many, if not most, colleagues noted they had never heard of TECH PREP before. Many also shared the following responses:

--Didn't realize TECH PREP required college level work
--The great need for math, language, and communication skills
--What a 2 + 2 program is and how it is a viable option to a 4 year college program
--The extent of business, industry, employers input to the design and support of the program
--Didn't know TECH PREP wasn't "Just another vocational program"
--The positive view employers have of TECH PREP

In response to item 2, most colleagues shared the following responses:

--They should use more team/group/cooperative learning in classroom instruction (middle school educators were especially cognizant of this)
--They should tell students about TECH PREP
--They should use more hands on instruction within their classrooms
--They need to make students aware of the importance of technology in future careers

Popular responses to item 3, "Comments I have about the information presented," included observations such as:

--It's a new world (technology)
--TECH PREP is a good opportunity for kids
--I'm impressed with the program
--Observations that TECH PREP is an (excellent,exciting, profitable, valuable) program
--It's obvious why industry would support the program since those in TECH PREP will need less on-the-job instruction
--Career planning is more important than ever (noted especially by junior high/ middle school staff)

And some listed concerns about TECH PREP, for example,

--It may be difficult to "sell" this program to students able to do college-level work especially if they must attend the JVS to be in the program
--What are follow up placement statistics supporting TECH PREP?
--Parents and other staff need to learn about the program
--Will the general student not capable of college level work be left out again?
--How will standards be maintained?
--Will technology "drive" education in the future?
--(TECH PREP) Seems so practical and logical, will it be a reality for our students?

One-hundred per cent of the eighty-five colleagues responded, "Yes," to question 4, "It would be helpful to learn more about TECH PREP.

Observation Summary: Presenting a Colleague Inservice

In an effort not to duplicate one of the choices for the Final Project, i.e., developing a staff inservice, the focus of the inservice for this "Colleague Inservice" assignment was to share what was learned from the employer/business/industry panel. After reading the completed cover sheets and accompanying inservice evaluations, I realize it must have been difficult to present information from an employer/business/industry point of view without providing some background on TECH PREP *per se*. Therefore, some of the inservices must have presented more information about TECH PREP rather than concentrating on what the employer panel discussed. In other words, this assignment may have "put the cart before the horse." However, eighty-five educators learned facts about the program and employers needs who may not have otherwise learned about either! And all who completed evaluations noted the need to learn more; therefore,

I do think the assignment was successful in achieving its goal.

Even though participants rated the reception of the inservice as highly positive, it was their least liked assignment. In fact, this assignment rated last on the survey of workshop activities (See Table 2: Survey of Workshop Activities). One counselor may have summed up the feelings of some of other workshop participants by saying, "Is this what we're going to have to do--inservice teachers? We have enough to do already...is it up to us to create change?" I think, this view may be attributed, perhaps, to the fact that some school counselors are unaccustomed to explaining curricular programming--or presenting any inservice--to their peers. Thus, this assignment may have been uncomfortable for them. Unless counselors see themselves--or are encouraged and supported to see themselves--as change agents on topics with which they are (or will be) intimately responsible, e.g., career planning, explaining career options and courses leading to those options, selecting students for programs, etc., and the need to garner support for those activities from their peers, then new programs such as TECH PREP will have few home school advocates. Perhaps providing school counselors additional learning opportunities and resources, e.g., a video that does most of the "explaining," can assist them in sharing TECH PREP "news" as well as promote their willingness to share information with their colleagues. Responses of the colleagues may assist consortium officials in designing learning opporutnities for home school staff. (Note: Ray Timlin, Kent TECH PREP Coordinator has been given the forms completed by the participants and colleagues for this assignment).

Assignment 4: Action Plan

The objective of having participants complete an action plan was to have them "commit" formally to identifying a TECH PREP goal and related objectives, and then performing activities related to achieving that goal within their home schools (See Appendix K). The Action Plan form was designed on three-part NCR paper so a copy could be retained by the participant, one could be provided to the consortium coordinator, and one, could, perhaps be forwarded to the building administrator of the participant's home school along with a cover memo explaining its purpose, alerting the principal to the intended presentation of the activities, and soliciting his/her support. Again, participants were encouraged to work in building/district teams.

Twenty action plans each containing three activities were submitted. A review of the activities shows the majority were planned for students, that is, more than ten activities were cited

for eighth grade students, five for ninth graders, and nine for tenth graders. One activity was noted for all high school students (a career night), and one for seventh grade students. The second largest group for which activities were targeted were staff members. Eight activities were listed for staff, and one plan noted two activities specifically designed for a superintendent. The last group noted as the audience for activities was parents. Eight activities, mostly presentations (one visit to a TECH PREP lab) were listed. Other activities listed to achieve the goal and objectives cited by the participants were:

--Complete an agreement with the Mahoning Area Consortium (MAC)
--Place the TECH PREP options in the Student Handbook
--Participate on the TECH PREP student selection committee
--Form a home school School-to-work Committee
--Evaluate the equipment within the home school in preparation for seeking a TECH PREP computer program.

Observation Summary: Developing An Action Plan

This was the next to least "popular" assignment completed by participants (See Table 2: Survey of Workshop Activities). A number of factors may have contributed to this view:

1. Although the instructor has used an action planning activity in many college courses previously, this was the first time most of the school counselor participants were exposed to it. Therefore, it was a new experience.
2. The assignment may not have been explained adequately.
3. Participants were not knowledgeable on how to develop a goal, or the objectives. Overall they lacked an understanding of how to construct a student-centered goal.
4. The "novel" way of thinking and planning required to complete the assignment may have taxed their energies and thus been a source of frustration.
5. This activity may have been viewed as an exercise rather than a real commitment to achieve the goal and objectives by actually performing the activities.

Although this assignment was seen by the participants as one of the least helpful in enhancing their knowledge or student knowledge of TECH PREP, the activities designed were practical, well-thought out, and in the realm of counselors duties. The participants were told that follow up regarding the proposed activities may be accomplished. This would be, in fact, the only way to ascertain if the "exercise" becomes a reality.

Assignment 5: Final Project

Participants were given a choice among three topics for the final, culminating project. Working independently or in building/district groups, they could complete one of the following:

1. Design a pragmatic TECH PREP program for their respective district
2. Design an Ideal TECH PREP program for their respective district
3. Develop a TECH PREP staff inservice.

It was suggested that each assignment be no longer than two to three pages. A list of suggestions to address for the pragmatic or ideal TECH PREP program was given to each participant (See Appendix L).

Four pragmatic, three ideal, three staff and two student/parent inservice outlines, and three special projects -- a recruitment Outline, K-12 Recruitment Plan, and a review of an "in place" program citing concerns and recommendations--were submitted.

Some workshop participants were "exempted" from this assignment because they assumed other tasks, e.g., site facilitators, IDL site managers, and those who compiled and reviewed of the student surveys.

Of the four pragmatic projects:

1. One reported consideration for establishing a TECH PREP CAD program in response to the retirement of an industrial technology teacher, the lose of that program and the desire to maintain offerings both needed and popular. This is currently undergoing review by district administration.
2. One reported consideration for establishing a TECH PREP computer program within the home school. Six participants from this district are actively working on this project.
3. One reported "first time participation" in a cooperative TECH PREP computer program. Two school districts and a Kent campus are involved and the program is slated to be "up and running" this fall.
4. The last pragmatic program cites activities that need to be accomplished at the junior high level to support knowledge of (and potential enrollment in) a proposed home school TECH PREP computer program and to encourage consideration of engineering technology.

Of the three ideal projects:

1. One views community businesses/industries becoming actively involved enough to not only assist in TECH PREP program development, but provide equipment, materials, intern sites, future employment. This ideal program also emphasizes the need for appropriately certificated staff and scholarships for students continuing their program into post secondary institutions. They see a

whole world of district "techies" with high paying, satisfying occupations, who remain in the community.

2. The second ideal program project centers on flexibility, provision of equipment, and multiple programs being offered at the home school. This participant mentioned the idea that the seamlessness of the program would be reinforced if the home school, business, and university are the major learning sites.
3. The third ideal program centers on the real possibility of a new high school being built. Present facilities are inadequate to house a new program at this time. State support for not only the new structure but new equipment is basic to this program as well as employing new staff with dual certification prepared to teach TECH PREP courses.

Staff inservice final projects--A summary:

Five inservice final projects were submitted--three for staff and two for students and parents. Highlights of the staff inservice projects included not only presentation outlines but also sample overhead masters and handouts. The student/parent inservices noted the need for business/industry panels to assist with the presentation, as well as TECH PREP instructors and current students. A list of questions for each to address was included. The second parent inservice, suggested to be presented during the fall parent conference night, was geared to parents of junior high students and noted the need to inservice staff prior to the parent inservice so the staff could respond appropriately to questions parents might have. A suggestion was made that the meeting would be more conducive to parents if they were seated at tables rather than desks.

"Special" Final Projects--A Summary:

The three "special" projects reflected the needs of the participants. The first, "A Recruitment Outline," designed for high school students was presented in a time line of activities, and the second, "A K-12 Recruitment Plan for the TECH PREP Programs," highlighted goals and activities for each grade level that would lead as a natural progression or process to knowledge of TECH PREP as an educational option. The plan also emphasized having students set goals from an early age to promote students' ability to establish focus, direction and career goals at the appropriate time later in their educational career. The plan also noted the need for integrating TECH PREP related activities into classroom instruction and the need for staff and administration to view TECH PREP in action. The last special project cited concerns about the participant's district in relation to TECH PREP noted the necessary commitment of the administration to set the tone and level of acceptance. Other concerns noted were scheduling conflicts when students attend an off-site TECH PREP program and the inability of a small district to accommodate the student's academic needs. Other concerns included transportation issues, parent impressions of a JVS, who should be responsible for recommending students for the program, and how can success of the TECH PREP program be assured. Additional issues were staff comprehension of the need for

systemic change, unrealistic expectations employers have of what schools can accomplish, TECH PREP teachers expectations, and the need for business and industry to provide more assistance. Finally noted by this participant was the need for people to see "more of the forest" and stop seeing separate trees that might be blocking the view.

Observation Summary: Final Projects

I was impressed with the planning and thought as well as the observations made by many of the participants in the final projects. Three of the four pragmatic TECH PREP programs are currently underway but must receive support to come to fruition. The fourth pragmatic report--outlining an explanation of TECH PREP to junior high students as an integral part of the counselor's career program was authored by a counselor who, prior to this workshop, had absolutely no knowledge of TECH PREP! The ideal assignment was made to encourage "dreaming," and a "what if...," option especially for any participants who may have felt there were no "real" TECH PREP options for his/her district. Fortunately, no participant completed the workshop with this view. The ideal projects submitted were really wishes and dreams for an ideal program that would only enhance the current pragmatic approach underway in each district. All three centered on a stronger role for the district in implementing TECH PREP--from stronger business/industry input, to more flexibility of courses offered, to a potential new building with room and equipment for TECH PREP programs. The thought put into many of the staff inservices will, hopefully, led to use of the material. In fact, consortium officials could use the inservices as models--for their own presentations and to share with home school officials who may want to present an inservice about TECH PREP. The three special projects reflected the needs and level of development of the participants who developed them--one was a divesting of concerns with accompanying recommendations, and the other two involved recruitment--a step-by-step one year plan for tenth grade students, and the other a total K-12, goal-oriented approach that would infuse TECH PREP objectives early on.

Article Review Form

In the spirit of being equitable to those who attended each session, and to insure the highest possible attendance, a review of a TECH PREP magazine article or INTERNET report was required for each absence with a maximum of two absences to earn a passing grade (See

Appendix M). Of the thirty participants and ten workshop sessions there were only twelve absences and most were related to school responsibilities.

Other Assignments

As a review of the related assigned readings (See Appendix C), and to promote discussion of the articles, an in class project was designed using the form in Appendix N. Participants were directed to get into groups of two and then drew numbers corresponding to the order the articles were assigned to be read. They were given ten minutes to review the article and complete the form. During that workshop session and succeeding workshop sessions, participants shared the responses to the Article Review Form orally. The participants seemed to enjoy this activity, especially, I think, because some had not read the assignments, yet wanted to know about each. While completing this assignment, participants seemed to be enjoying robust discussions, and when the findings were reported out, they had enough grasp of the content to offer appropriate critical comments.

Conclusions

Based on the results of the workshop evaluation instruments and workshop assignments, the format and activities could be successfully replicated for other educators, e.g., nineteen of the twenty-two school counselor participants whose evaluation results were compiled noted the highest ranking on a five point scale that the workshop was of much use in increasing their knowledge of the program, and *100%* of the eighty-five colleagues who attend participant presented TECH PREP inservices responded that it would be helpful to learn more about TECH PREP. Workshop participants unanimously agree that school administrators (and classroom teachers) must have a TECH PREP learning experience to positively impact support for TECH PREP program and increase TECH PREP student enrollment. Consortium officials must continue to take the lead in promoting the vision, creating learning opportunities, providing resources and assistance, seeking funding, selecting potential instructors and possible sites for delivery--including delivery in a different paridigm such as distance learning--, and establishing working relationships among partners willing to an active role. The development of this workshop was a positive illustration of how different entities, including the cooperation of the consortium post secondary institution to have the workshop provided under its auspice, can work together to achieve a goal.

As the developer and instructor of the workshop, I learned that my previous relationship with many of the participants as well as my previous background in TECH PREP were invaluable--credibility is a crucial factor especially when teaching veteran educators about a program that challenges them to think "out of the box." I found the experience of using Interactive Distance Learning for the first time exilerating! I loved it--as did the majority of the workshop participants. I felt like I was modeling use of what one workshop member called, "...the cutting edge of technology". Because of IDL, participants who would not normally interact were able to do so, and people who enrolled would not--perhaps could not--have done so without a site closer to their home school site.

The results of both the process and outcomes were positive, and it will be interesting to see (and measure) the impact the workshop has had. Participants did achieve the workshop goal of learning information to help students acquire accurate knowledge of TECH PREP programs to employ when making class choices and career plans--plans that will now include TECH PREP as a viable option for more students.

Recommendations for Future

TECH PREP Workshops

May, 1998

1. Offer workshops during the school year so there can be hands-on, participatory activities.
2. Include participatory activities: (listed in descending order of importance based on results of a survey of activities completed by Spring, 98, workshop)

   A. Visit a tech prep classroom*
   B. Develop a final activity relating to participants' respective districts*
   C. Conduct a formal interview of a student enrolled in TECH PREP*
   D. Present speakers, panels, e.g., employers, TECH PREP secondary, post secondary instructors, state level representative, etc.*
   E. Hold discussions
   F. Conduct cooperative learning activities
   G. Provide appropriate, related readings*
   H. Develop an action plan relating to participants' respective districts*

* Material relating to each of these activities i.e., forms, lists of reading material, etc., as well as other workshop activities and syllabus are available in "TECH PREP Perspectives Post Workshop Report," available from Ray Timlin, TECH PREP Coordinator, Kent State University, Trumbull Campus.

3. Solicit, and list participants expressed concerns at the beginning of the workshop.
4. Address expressed concerns during the workshop. Those not addressed should be addressed at a follow up presentation.
5. Provide a list of items to speakers/panel members to which they can respond. Solicit items from workshop participants as well which can be forwarded to the speakers/panel members prior to their presentations. Providing a list of the items to the workshop participants is helpful, too.
6. Allow sufficient time to process--*as close to the time of the presentation as possible*--both speaker presentations and related readings.
7. Administer a pre and post survey based on the goals and objectives to ascertain if they are met, as well as to learn what needs still should be addressed in future presentations.
8. Anyone using IDL, especially for the first time, should keep these cautions in mind:

A. Prepare all lessons and handouts at least two weeks in advance so that the handouts can be forwarded in a timely fashion to the "off-site".
B. Establish a good working relationship with the IDL coordinator--get phone number to call in case of emergency.
C. Practice using the IDL equipment prior to the first session. (Note: The equipment may differ somewhat at each site).
D. Request one participant from each site to act as a "Site Facilitator" (See Appendix for suggested duties). Offer to "omit" a major assignment as payment for taking on this extra duty.
E. Request that the district resident IDL expert attend the beginning of the sessions to assist in working out any "bugs" that might happen, e.g., volume feedback, using the fax machine, computer, video, etc.
F. Rotate instruction among the sites.
G. Have an alternative approach in mind if the "off-site" should loose contact.
H. Limit the number of sites if group work is planned--i.e., there should be enough participants at each site to form at least two small groups.

8. Further investigation could be made regarding the need for targeting school counselors for periodic updates to keep them all informed on a planned, systematic basis--especially since they strongly view their role as pivotal to TECH PREP. This seems a "ripe" area to explore with district personnel including counselors, e.g., a team presentation. The weakest areas of knowledge indicated by counselors on the needs assessment encompass those relating to business, industry, and labor. Meeting with counselor representatives to investigate how this area can be addressed might be helpful. A strong majority noted a lack of articulation with state leadership on the pre-workshop survey, and, although this was addressed in the workshop, it might be helpful to entertain an alternative presentation approach for those not attending. In addition, opportunities for hands on activities, e.g., studying curricula, visiting classrooms, developing materials they could use with students, talking with current instructors and students, may help counselors In addition, opportunities for hands on activities, e.g., studying curricula, visiting classrooms, developing materials they could use with students, talking with current instructors and students, may strengthen counselors internalization of their comprehension and support of TECH PREP.

Based on the pre-workshop assessment results, school counselors seem to lack a vision of how the pieces of TECH PREP go together: state, business/industry/labor, career education, curriculum, certification, etc., perceptions the workshop was designed to address. Since there are more than one hundred seventy-five counselors in the three counties representing the Kent Consortium and only twenty-two were enrolled in the workshop, this is a continuing need.

Since some of the pieces of TECH PREP are in flux by circumstances and design, e.g., funding, program development, it seems important to commit to planned, systematic updating for all school counselors--the group that is pivotal to TECH PREP success.

9. A hypothesis that could be investigated is that counselors who attended the workshop in 1995, and/or who are more involved in the process are more informed; therefore, if informed counselors are viewed as enhancing the program, then involvement of more counselors in the process as well as offering additional learning experiences for those school counselors who did not attend could be considered.
10. Develop learning opportunities specifically for each of these populations:
    middle school counselors
    middle school/high school administrators
    middle school/high school classroom teachers.
11. As noted in the conclusion, consortium officials must continue to take the lead in creating learning opportunities, e.g., having the vision, providing resources and assistance for development, seeking funding, selecting potential instructors and possible sites for delivery--including delivery in a different paridigm such as distance learning, and establishing working relationships among partners willing to take an active role.

TECH PREP

Perspectives for School Counselors

Columbiana, Mahoning, Trumbull and Tuscarawas
TECH PREP Consortia
Middle, junior high & high school

A two semester hour graduate workshop
Wednesday evenings,
March 4 - May 13, 1998

Workshop sites:
Distributive Learning Labs
at
KSU Salem Campus
KSU Trumbull Campus
KSU Tuscarawas Campus

Funded by:
Ohio Department of Education
Professional Development Grant

Sponsored by:
KENT and MAC TECH PREP Consortia
in Cooperation with Kent State University

KENT State University
Trumbull Campus
4314 Mahoning Ave NW
Warren OH 44483
This educational opportunity was developed by Kent and Youngstown TECH PREP consortia school counselors

To:

Announcing a workshop opportunity for you!

TECH PREP

Sign me up
to learn more
about

TECH PREP

Kent State University, Trumbull Campus
4314 Mahoning Ave NW
Warren OH 44483

Perspectives for middle, junior high and high school counselors

First "dibs" to:
Practicing school counselors from:
Kent Columbiana, Trumbull, Tuscarawas and Youngstown State MAC TECH PREP Consortium districts.
Second "dibs" to:
Certificated but not practicing school counselors, and educators currently enrolled in school counselor certification programs.

Workshop:

Dates: Tuesday evenings, March 3 - May 12, 1998.
Times: 4:30 - 7:30 p.m.
Sites: Distance learning labs at McDonald High School and Columbiana Career Center

The Ohio Department of Education Professional Development Grant will **pay the cost for up to 40 participants* for 2 semester hours credit *or* 2.7 ODE CEU's** offered through **Kent State University, College of Education**

(Additional participants may enroll for a consortium tuition fee of $316--$116 less than the regular tuition fee for 2 semester hours)

*Grant funded tuition based on
~ %age of districts/county,
~first "registered," first served"

Workshop Goal:

Participants will learn information to help students acquire accurate knowledge of TECH PREP programs to employ when making class choices and career plans.

Workshop Objectives:

--Developed from expressed and assessed needs of consortia school counselors, reflect the information *they* want to learn from a variety of perspectives...

...historical and philosophical
...consortia and district
...secondary and postsecondary teachers
...School-To-Work and career education
...employers and labor
...students and parents
...current and future
...other school counselors

Instructor, Margaret "Peggy" Wellington, NCC, LPC, OCPC, former guidance supervisor at the Trumbull County Educational Service Center has been an active member of the KENT-Trumbull TECH PREP Consortium since its inception. She has instructed more than twenty-five college-level workshops and courses, including a TECH PREP workshop for Trumbull County educators in 1995.

Peggy promises a well-planned, fast-paced, pragmatic, and upbeat workshop featuring a variety of speakers, panel presentations, and group activities. Participants will learn hands-on, practical TECH PREP information to help students.

Join us!

Complete the registration form now!
Return by Monday, February 23rd.

A confirmation letter will be mailed to you February 25th, noting if you received grant-funded tuition or the opportunity to enroll at the $316 tuition fee.

Kent State University is an Ohio Department of Education approved CEU Provider, 2.7 CEU's pending.
27 contact hours are pending for Counselor/Social Worker Licensure Board CEU's through the College of Continuing Studies, an approved provider for the State of Ohio Counselor and Social Worker Licensure Board

~This "unofficial registration" must be completed and returned by February 23rd to Kent TECH PREP, KSUTC, 4314 Mahoning Ave., Warren OH 44483, to enroll in the workshop.
~Official registration will take place the first session.
~ For participants not receiving grant funded enrollment, the $316 tuition is payable by check or credit card the first workshop session.

Name: _____
SS #: _____
Home phone: (____)_____
School phone:(____)_____
Home address:_____
Number Street
_____
City State Zip
District: _____
Building: _____

Please check the appropriate blank(s):
I am:
___ A practicing school counselor at the
___ junior high/middle school level
___ high school level
___ A certificated school counselor but not currently serving as a school counselor
___ Currently enrolled in a school counselor program at _____.

I am enrolling for *(check one only)*:
___ 2 semester hours credit
___ 2.7 Ohio Department of Education CEU's

I also want to earn 27 contact hours from the Counselor/Social Worker Board ___yes ___no

Have some questions about the workshop?

Call the Kent-Trumbull TECH PREP Office at (330) 847-0571, ext. 2326.

Come learn and share some TECH PREP Perspectives!

Appendix A

TECH PREP Perspectives for School Counselors Workshop Instructor Syllabus*

**Workshop participants provided a syllabus with expectation cover sheets (see end of this syllabus), and without "Activities" Column*

An Expressed and Assessed School Counselor Needs-based Workshop

Kent State University, Spring Semester, 1998, Margaret Wellington, Instructor

Perspective: n. 3. **A view or vista**. 5. A. The **relationship of aspects of a subject to one another and to a whole**. B. Any of such aspects. 6. **Subjective evaluation** of the relative significance of facts or things: **one's personal point of view**. 7. **An objective and well-balanced evaluation or point of view**: *get things in perspective*. [Middle English, from Medieval Latin... From Latin *perspicere* (past participle *perspectus*) to see through or into, inspect: per- (intensive) + specere, to look.] From: The Tormont Webster's Illustrated Encyclopedic Dictionary. Montreal: Tormont Publications, 1990.

Session	"Perspective"	Objectives	Activities
Session 1 **Trumbull** **3/4** **(Tentative plans are to offer the workshop at three sites--KSU Salem, KSU Trumbull, and KSU Tuscarawas--using distributive learning labs. The site listed for each date is the site from which the instructor will present).**	**Historical and Philosophical Perspectives** To do for this session: 1. Find reading assignment 2. Do questions for how your consortia works 3. Write memo for participants to send to teacher they wish to visit. (SPIN) 4. Class goals, objs, activties, agenda 5. Send memoes to all speakers 6. Reading assignment form 7. Facilitator, recorder responsiblity forms 8. Site Responsible person duties, perks	Participants will (in relation to TECH PREP): Evauate current level of knowledge Comprehend the workshop direction, goals, objectives Recognize that the workshop is based on expressed and assessed needs of consortia school counselors Learn workshop requirements Identify needs and concerns Be appraised of historical and philosophical perspective Work cooperatively Know assignment for next session Select representatives to complete a task Schedule a classroom visit	1 Administer Pre-test 2 Conduct Introductions 3 Explain using the lab 4 Overview agenda, requirements 5 Form diads or groups of four: Focusing question: Discuss then agree on one major informational concern/need you expect fulfilled from this workshop re: TECH PREP--Record responses 6 Administer/lecture: TECH PREP 101 document 7. Assignment: A. Read: _____ B. Report: Before leaving this session, select a representative from your consortium to explain how your consortium works--see questions provided. If there is more than one "delivery system" chose a representative who will explain each in a three to five minute "extemporaneous" oral presentation. C. Within the next two weeks, schedule and complete a minimum two hour "participatory" visit to a TECH PREP class. Be prepared to share your experience at the 3/18 session.

Session 2 Columbiana 3/11	Current Perspectives: Bring it on Home... How does a TECH PREP program really work at the local level? To do for this session: 1. Locate reading assignments 2. Take chart paper, markers 3. Copies of TECH PREP 101 for each 4. TECH PREP 101 presentation and overheads--get projector 5. Show "snap shot" of Ken Gray video 6. Copies of new Benchmarks for each.	Objectives Participants will (in relation to TECH PREP): Generalize concepts learned from reading assignment Describe consortia organization Participate in group work Identify positive aspects of program Identify and prioritize suggested program improvements Determine major "mechanical" components of TECH PREP Clarify concerns about major projects Learn and analyze Benchmarks in relation to consortia Draw conclusions concerning program need based on viewing of video Identify needs/concerns regarding national and state thrust Examine readings related to national and state thrust Recognize what competencies are as well as how and when competencies are assessed.	Activities 1. Review assignments: A. Reading B. Oral reports C. Instructor summarization of oral reports 2. Outline this session 3. Move into small groups; select facilitator and recorder. Respond to these questions--10 minutes each: A. Celebrate (and list on chart paper) some successes of your Tech Prep Program B. List and prioritize ways your TECH PREP program could be improved 4. Report out results of group work 5. Review major assignment due 5/6 6. Compile oral responses of what components should be considered in assignment due 5/6 (Instructor will provide compilation next class) 5. Complete discussion of TECH PREP 101 6. Introduce: TECH PREP BENCHMARK document 7. Ask: What do you want to know from state leaders about TECH PREP? (Compile responses and provide to next week's presenter). 8. Show Ken Gray "snap shot" video 9. Assignment: Readings: National Perspectives re: TECH PREP State Perspectives re: TECH PREP

Session 3 Tuscarawas 3/18	National/State Perspectives	Objectives	Activities
	To do for this session: Compile list from previous class re: What components should be addressed in the ideal/pragmatic TECH PREP delivery system assignment due 5/6 Get Dale Parnell video Send list of participant concerns to Elaine Edgar re: Presentation Develop "form" to collect questions for consortia personnel next week Get some local consortia statistics (don't steal coordinators thunder). Locate and duplicate article for reading assignment **Talk with Tusc participants about student/parent panel presentation for 4/29; provide questions**	Participants will (in relation to TECH PREP): Report assessments of classroom visits Obtain compiled list of program components Compare different instructional approaches used in classes Acquire knowledge of national and state level: history, philosophy Best Practices Statistics, e.g., programs, enrollement, placement Why Pathways are limited to students attending Cooperating post-secondary consortia institution Benchmarks Strategic plans Interact with state leaders (Elaine Edgar) View video re: National perspective Clarify relationship between vocational education and TP for TECH PREP Compare and assess relation of state level information with local observations Draw conclusions regarding the program based on state and national information Prepare questions relating their concerns to which consortia personnel will be asked to respond Read article related to consortia development in Ohio	1. Outline this session-- note that last week's questions were provided to the presenter 2. Review assignments: A. Class visits--report out Using a cooperative learning format, share class visit experiences (e.g., two large circles, each rotate a different direction) Respond to these questions: What class did you visit? What impressed you about the class? How was the class different from other classes you've observed in the method(s) of presentation? If you had an opportunity to talk to students in the class, what did they share about the class, TECH PREP? B. Regroup, share "surprising/novel" observations shared with you from the cooperative learning activity C. National Perspectives and State Perspectives of TECH PREP 3. Provide overview of National Perspectives 4. Video clip of Dale Parnell 5. Introduce presenter from State level TECH PREP 6. Presentation by State Level official re: TECH PREP Historical/philosophical Relationship between Voc Ed and TP New Benchmarks TECH PREP outlook: Current (statistics--programs, enrollment, etc.) Strategic Plans 7. Interactive question period 8. Discuss relation of state level statistics with local observations (and any local statistics available. Note: This will be expanded upon next session by consortia coordinators) 10. Assignment: A. On paper provided by instructor, list two questions to ask consortia personnel. Submit before leaving class. B. Read: (regarding tech prep class)

Session 4 Columbiana 3/25	Consortia Perspectives	Objectives	Activities
	To do for this session: 1. Provide to consortia personnel instructor and participants questions. 2. Provide each participant: A. A copy of the KSUTC Student recommendation form. B. Attached to each above, a half sheet form with space for name, district, consortia, and two blanks for "improvements" to form. C. Prepare forms for participants' questions for next week's panel members.	Participants will (in relation to TECH PREP): Clarify and appraise issues raised in previous sessions Compare reading assignment information with local consortia observations Learn from presenters: Careers in demand--How ascertained Potential new programs Consortia statistics Resources/reference material available Responses to their program questions Evaluate information shared by consortia personnel Determine what information would be helpful to learn from a student in this program via an interview. List, prioritize, and share items to ask in an interview Decide how interview information could be used Determine what type of student is appropriate for the program and list, prioritize, and share those attributes Determine what prerequisites a student should have to be admitted to the program. List, prioritize, and share prerequisites. Write questions for both of next week's panels. Critique a program application form. Plan an interview with a TECH PREP student.	1. Outline session 2. Follow up/respond to any issues raised in previous session 3. Consortia personnel panel: 5 - 10 minute presentation to include: A. Careers in demand--How ascertained B. Potential new programs, what and how determined C. Consortia stats D. Resources/reference material available from TECH PREP office E. Expectations of school counselors to enhance TECH PREP 4. Roundtable discussion/response to questions submitted by participants 5. Activity: A. One-third of the group at each site will: 1. Invest about ½ hr "brainstorming" items to construct a TECH PREP student **interview form**. 2. Prioritze items, present list to all. (Instructor will use list to develop a student interview form). 3. Instructor will provide copies of the student interview form next session. B. One-third of the group at each site will: 1. Invest about ½ hr "brainstorming items to consider the **type of student appropriate** for TECH PREP (anticipate discussion re: Vocational vs. College bound, academic abilities, advantages/disadvantages toTP vs 4 yr) 2. Prioritze items, present list to all. C. One-third of the group at each site will: 1. Invest about ½ hr "brainstorming items to consider what **prerequisites** a potential TECHPREP **student should have** for consideration for a TECH PREP program. 2. Prioritze items, present list to all. D. Instructor will: 1. Provide copies of the participants' composite list of suggested prerequisites students should meet to be in a TECH PREP program. 2. Provide an interview form to each participant next week developed from participant responses.
			Activities continued. 6. Prepare questions relating their concerns to which panel members will be asked to respond. 7. Assignment: A. Each participant will be given a copy of the KSUTC student application form to critique and bring to the next session a minimum of two "improvements" to the form. B. Plan to complete an interview with a current TECH PREP student using the form which will be provided next week comprised of the items shared by the first group. The form will be shared in class 4/22 and the completed forms will be shared with consortia personnel.

Session 5 Trumbull 4/1	**TECH PREP Teacher Perspectives: Secondary and Post Secondary** District/Post Secondary Perspectives To do for this session: 1. From participants lists, develop a: A. Student interview form B. List of prerequisites a potential TECH PREP student should have for TP participation. C. Questions to panel participants: 1. TECH PREP instructor panel 2. Associate Degree Panel D. Obtain copies of CLEP information to distribute to each participant. E. Find reading assignment article (related to business and industry, labor, etc.) F. Check with Tuscarawas participants re: Student/Parent panel.	**Objectives** Participants will (in relation to TECH PREP): Share assignment results of "improvements" to student application form and draw conclusions Share assignment results of prerequisites and draw conclusions Appraise the interview form compiled by the instructor using participants' list of items Learn perceptions of secondary and post secondary program instructors re: TECH PREP Learn specifics of associate degree programs and their relationship to TECH PREP Review the concept of applied courses as they relate to the sequencing between secondary and post secondary institutions Determine appropriateness of CLEP Read and critique labor market information. 9. Activities continued: D. Incentives for TECH PREP students 1. Philosophy on: a. "Testing out" b. Earning college credit while in high school 2. Financial incentives 3. For potential employment 4. Assoc. Degree placement statistics 5. Other 10. Review applicability of CLEP credit 11. Summarize observations from presentations 12. Assignment: Read: (Articles related to business, industry, Labor market statistics, etc., as introduction to next week's session). (If student/parent panel not just Tuscarawas, then discuss selection of two students and two parents to represent your site on a student/parent panel which will make a presentation from your site, April 29. Provide list of questions).	**Activities** 1. Overview session agenda. 2. Share assignment results of "improvements" to TECH PREP student application form. 3. Draw conclusions from the results shared. 4. Distribute copies of student interview form compiled by instructor of participant group at last session. Review assignment (an interview of a TECH PREP student) due 4/22. (Will be shared in class and with consortia personnel). 5. Distribute list of prerequisites a potential TECH PREP student should have for TP participation (compiled from participant responses last week). 6. Review "seemless transition" concept. 7. TECH PREP instructor personnel panel 5 - 10 minute presentation to include: A. Instructor expectations of TECH PREP students: 1. How different from other students'? 2. B. How does instruction differ? C. How do secondary and post secondary instructors articulate? D. Positive/negative views of TECH PREP curriculum, students, etc. E. Outlook for the future for TECH PREP: 1. Students 2. Student employment opportunities 3. TECH PREP program F. How can school counselors help? 8. Question and answer period. 9. Associate degree panel 5 - 10 minute presentations by each to include: A. How associate degree programs for the TECH PREP student differ from programs for non TECH PREP students. B. Advantages of the TECH PREP program for TECH PREP students C. (Go to second column).

Session 6 Trumbull 4/8	**Perspectives of other Entities:** **Employers** **Labor** **Skilled trades** **School to Work** **Career Education** For this session: 1. Reminder to panel members. 2. Labor market statistics 3. Evaluation form for colleagues learning from participant presentation. Copies for all participants. 4. Locate TECH PREP recruiting article.	**Objectives** Participants will (in relation to TECH PREP): Assess information shared by panel members last session Evaluate information in reading assignment Review future assignments Rate labor market statistics and their relationship to the program and other associate degree programs Consider what careers are in demand Learn perceptions of business, industry, labor, skilled trades re: TECH PREP Recognize relationship of School-To-Work with TECH P Comprehend the relationship of career education with TECH PREP Evaluate information presented and present to a minimum of two homeschool colleagues Identify district and professional program materials used Prepare to share program materials used Read and critique article re: Program recruitment. **Activities continued.** 8. Presentation from: Cindy Harris, Career Education Coordinator re: The relationship of TECH PREP with Career Education, ICP, and Career Passport. 9. Assignment: A. Share what you've learned from this session with a minimum of two colleagues and have them evaluate the information shared on the form provided. Evaluation information will be shared in class next session. B. Bring copies* of TECH PREP **district/consortia-made materials** you use with students. *Enough for one copy per district represented at each site. C. Bring one sample of a **professionally prepared** TECH PREP video, other promotional material you use. Be prepared to make a one-minute presentation about the material--if time allows. Read: (An article about TECH PREP recruitment) D. Remember, student interviews and attendant forms are to be completed for the next session, 4/22. **Remember, No session next week.**	**Activities** 1. Overview session agenda. 2. Final thoughts on instructor panel and associate degree panel presentations. 3. Brief discussion of reading assignments. (Two major points learned from each article). 4. Review upcoming assignments-- A. Requirements B. Due dates C. Questions/concerns 5. Review Labor Market statistics and the relationship to TECH PREP. Is the market there for employment of those earning less than a four year degree? (High school TP comp) Cite examples. 6. Business, labor (union), skilled trades panel. A. Representatives desired: Big/small business (2) Private/public sectors (2) Union and skilled trades (2) B. Items for discussion: 1. What has been your organization's relationship with the TECH PREP program to date? (Partnership?) 2. For what areas might you employ TECH PREP students? 3. Generally: a. What two or three skills do you consider most important for a new employee to have? b. How do you see TECH PREP assisting students to aquire/have these skills? 4. What "considerations" could/would your organization give TECH PREP students? 5. In what ways would TECH PREP students be in "direct" competition with non-TECH PREP graduates for employment? 6. In what ways do you currently or would you anticipate your organization assisting: a. The TECH PREP Program? b. The TECH PREP Student? 7. What opportunities do you see for TECH PREP students in your organization? 7. Presentation from: Kevin McGee, School-to-Work Coordinator re: What is School-to-Work and what is its relationship with TECH PREP?

Session 7 Tuscarawas 4/22	School Counselor Perspectives	Objectives	Activities
	To do for this session: 1. Develop and distribute form to each participant for recording resource material. 2. Resource material re: Constructing a survey. One for each participant. (Leikert Scales). 3. Chart paper, tape, markers, for each site. 4. Copies of student/parent panel discussion items. 5. Get KSU bags for participants to use to collect resources.	Participants will (in relation to TECH PREP): Assess information shared by panel members and STW, career education speakers last session Summarize experiences sharing information from last session with home school colleagues and submit evaluations Identify school counselors issues and share ways issues were addressed Share district/consortia materials Review and critique reading assignment Relate interview experiences, determine commonalities, and deduce uses for interview information Learn how middle school students can be apprised of the program Analyize how survey information can assist the program Review basics of survey construction Construct items for inclusion on a survey for defined population Activities continued 11. Request that one participant (or two working together) construct an instrument reflecting the work of your group. This will be the MAJOR assignment for these participants, i.e., these participants will not be required to complete the ideal/pragmatic delivery system assignment. This assignment will be due 5/6. Copies of each of the three instruments will be provided to every participant by the last class session, and to the consortia coordinators for their use. 12. Assignment: A. Remind students and parents of panel presentation--place, time, etc. Make certain each has a copy of the items to discuss. B. Work on major assignment, i.e., either: 1. Ideal Program delivery method 2. Pragmatic delivery method 3. Program inservice for staff Assignmen due: 5/13	1. Overview session agenda. 2. Review/share evaluation information from previous session assignment. 3. Review discussions from previous session: panel, S-T-W, CE. 4. Overcoming issues: A class discussion of recruiting, head hunting, pressure for quick success. 5. Share materials used to promote TECH PREP: A. District/consortia prepared B. Professionally prepared 6. Presentation: A middle school approach: Using the TECH PREP Kit--Susan Nicosia Horvath 7. Using a cooperative learning exercise, share student interview experiences. 8. Ask: Do you have information from local current TECH PREP students to share with potential TECH PREP students? 9. Surveying current TECH PREP students. A. Discuss advantages of having survey information--advantages to district potential students, employers, etc. B. Discuss parameters of a survey instrument: 1. Information--give examples 2. Number of items 3. How to administer, colate responses 10. Arrange into groups: A. Group 1: Construct survey items for current juniors. (Trumbull) B. Group 2: Construct survey items for current sophomores. (Trumbull) -- Perceptions of TECH PREP. C. Group 3: Construct survey items for current seniors. (Mahoning) D. Group 4: Construct survey items for current post-secondary students. (Tuscarawas) E. Group 5: Construct generic survey for 11, 12, and post-secondary. Note: Minimum number of items: 20; Maximum number, 40.

Session 8 Tuscarawas 4/29	Student/Parent Perspectives	Objectives	Activities
	To do for this session: 1. List of components to consider for ideal/pragmatic delivery system.	Participants will (in relation to TECH PREP): Review and critique middle school presentation information Summarize issues relating to surveying populations and using survey information for program development, evaluation, etc. Review discussion items provided to students and parents for panel discussion Identify individual TECH PREP student needs that may need addressed Share methods for addressing idividual student needs Learn student/parent issues from student/parent panel Critique panel responses and outline ways to address student/parent concerns Compare panel responses with local observations Summarize how student/parent information could be used to improve the program Review, critique information presented to date Cite and list unanswered (or new) questions, concerns --- Activities continued. 8. Review assignments due 5/6: Survey forms--and brief presentation 3-5 minutes. 9. Review assignments due 5/13. Major assignment (one of the following:) A. Ideal delivery system for your district. B. Pragmatic delivery system for your district. C. Outline of staff presentation re: TECH PREP. 10. Reading assignment for maximum of two absences due 5/13. 11. If a "novel" delivery system for TECH PREP is used in your district, be prepared to briefly share it.	1. Overview session agenda. 2. Review: A. Sharing of local/district and profesisonally prepared material B. Comments regarding presentations: 1. Middle school 2. Career Education C. Survey construction group work. 3. Student*/Parent Panel Presentation: Items for discussion: A. Student questions: 1. Why did you choose to participate in TECH PREP? 2. What have you enjoyed about the program? 3. What have been some drawbacks for you? 4. What suggestions do you have to improve TECH PREP? 5. Anything you'd like to add. B. Parents questions: 1. Why did you support your child's participation in the program? 2. Questions 2 - 5 above. *one jr., sr., employed, and post secondary student. 4. In groups, "brainstorm" individual student needs, that may need addressed for students to enroll in TECH PREP classes, e.g., scheduling, leaving early, participation in high school activities. Each group will prioritize list of needs. 5. In large group, ask for responses to how these individual needs have been met in different districts. 6. In groups, brainstorm "unanswered issues" relating to TECH PREP. Prioritze three major concerns from each group. 7. Review concerns as a whole group. Instructor will attempt to locate responses to major concerns for next week.

Session 9 Columbiana 5/6	New Perspectives To do for this session: 1. List from first session citing concerns/needs. 2. Find responses to listed concerns.	Objectives Participants will (in relation to TECH PREP): Draw conclusions based on the student/parent panel information Determine how the conclusions can be used to assist the program Assess survey instruments constructed by selected participants Discuss value of survey instruments for home school use Review and seek responses to the list of concerns/ questions generated in the first session Consider new program developments and proposals Share and verify ways school counselors can be pro-active for the program Learn about and evaluate novel program delivery systems for possible use in their respective districts	Activities 1. Overview session agenda. 2. Review student/parent panel. 3. Presentation of survey forms by the one or two participants at each site who accepted this responsibility in lieu of the MAJOR assignment. 3. Review: A. List generated first session re: Informational concern/need expected to fulfilled from this workshop B. Unanswered questions--provide responses when possible 4. Where's TECH PREP heading? 5. Discuss: In small groups: List five ways school counselors be "pro-active" in shaping the future of TECH PREP. Each group will share list. (Lists will be given to consortia personnel). 6. Report out novel delivery systems as per assignment 7. Review assignments due next week: A. Ideal or Pragmatic TECH PREP delivery system for your district. (Will be given to respective consortia coordinators). B. Outline of staff presentation re: TECH PREP. C. Reading article report for each absence.

Session 10 Trumbull 5/13	**Perspectives Review and Action Planning for New Perspectives** To do for this session: 1. Prepare copies of: A. Action Planning form (NCR paper) B. Post test C. Workshop evaluation form	**Objectives** Participants will (in relation to TECH PREP): Share selected assignment information Determine future needs of school counselors regarding the program Complete an action plan for each home school represented in the workshop Complete a post test instrument for use in evaluating workshop learning using a pre/post test construct Evaluate the workshop--process and outcome Submit assignments--most assignments will be shared with consortia coordinators	**Activities** 1. Volunteers to share: (Or draw names out of a hat). A. A few ideal delivery systems B. A few pragmatic delivery systems C. A few staff inservice programs 2. Review, collect assignments 3. In small groups, "brainstorm" school counselors needs re: TECH PREP (Will be provided to consortia coordinators) 4. Do action planning by consortia site or district (Will be provided to consortia coordinators). 5. Administer post test 6. Complete workshop evaulation form 7. Course closure activity.

Participant Syllabus –Trumbull, Mahoning, Columbiana Sites (Only first of six pages)
TECH PREP Perspectives for School Counselors Workshop
An Expressed and Assessed School Counselor Needs-based, two-semester hour Workshop
ACHVE Department, Kent State University, Spring Semester, 1998
Margaret Wellington, NCC, LPC, OCPC, Instructor

Workshop Goal:
Participants will learn information to help students acquire accurate knowledge of TECH PREP programs to employ when making class choices and career plans.

Perspective: n. 3. A **view or vista**. 5. A. The **relationship of aspects of a subject to one another and to a whole**. B. Any of such aspects. 6. **Subjective evaluation** of the relative significance of facts or things: **one's personal point of view**. 7. **An objective and well-balanced evaluation or point of view**: *get things in perspective*. [Middle English, from Medieval Latin... From Latin *perspicere* (past participle *perspectus*) to see through or into, inspect: per- (intensive) + specere, to look.] From: The Tormont Webster's Illustrated Encyclopedic Dictionary. Montreal: Tormont Publications, 1990.

Workshop Overview	**Workshop Expectations and Requirements:** 1. Each workshop participant is expected to: A. Complete each workshop assignment unless the assignment is noted, "For selected participants." 1. The assignments have been developed to be pragmatic. 2. Some assignments require participants to: Read selected articles, visit a TECH PREP class, conduct a student interview, collect and share information used with students, and complete a major assignment. 3. Complete assignments in a timely fashion. B. Complete work independently and in groups. C. Share information with workshop participants. D. Develop an action plan. E. Complete pre/post and workshop evaluation instruments.	**Workshop Expectations and Requirements:** 2. Workshop grades are S/U, "Satisfactory/Unsatisfactory". 3. Attend and sign in each session. A. More than two absences will result in the grade of "U". B. A reading assignment related to TECH PREP must be completed for each absence on the form provided and submitted 5/12. 4. Cooperate with the distributive learning site mentor. 5. Office hours: If you have questions or concerns or would like to meet with me, please call: (330) 872-7561 or E-Mail: Welletal@aol.com Best times to call: Between 9:00 and 12:00 a.m. 7:00 and 9:00 p.m.
Session 1 **Trumbull** **3/3** **Historical Philosophical Perspective**	**Session Objectives** Participants will (in relation to TECH PREP): Evauate current level of knowledge Comprehend the workshop direction, goals, objectives Recognize that the workshop is based on expressed and assessed needs of consortia school counselors Learn workshop requirements Identify needs and concerns Be appraised of historical and philosophical perspectives Work cooperatively in group activities Know assignment for next session Select representatives to complete a task Schedule a classroom visit	**Assignment for 3/10** A. Read article: B. Report out: Before leaving this session, select a representative from your consortium to explain how your consortium works--see questions provided. If there is more than one "delivery system" chose a representative who will explain each in a three to five minute "extemporaneous" oral presentation. C. Within the next two weeks, schedule and complete a minimum one hour "participatory" visit to a TECH PREP class. Be prepared to share your experience at the 3/24 session.

TECH PREP Perspectives: Assignment Syllabus

Date	"Perspective" Topic	To Do for This Sesson
3/3	Historical/Philosophical Trumbull (One speaker)	
3/10	Current Trumbull (No panel or speaker)	A. Read: Pathways for Success (Purple folder) B. Will also discuss: 1. Excerpts from Logo Learning, Parnell 2. Tech Prep Q & A..., Scruggs
3/17	Consortia Columbiana (One panel presentation)	Read: 1. Ohio's TECH PREP SUCCESS, Oct., 97 & Jan.,98. 2. Ohio Tech Prep Home Pages--from INTERNET
3/24	National/State Trumbull (One speaker presentation)	Read: 1. Will continue discussion of assignments from 3/10 and 3/17. 2. *Please review* Pathways for Success
3/31	TP Teacher Secondary/Post Secondary & Associate Degree Trumbull (One panel presentation)	A. Read: 1. "How the SCANS Process Works" 2. TECH PREP Referral and Application Form 3. "The Top Traits for Teachers," TECHNIQUES, Feb., 98. 4. Keeping Up-- Will Asociate Degrees Take a Dip? B. Class and Regional Showcase visits will be shared in class--.Form due. C. Sharing of two improvements to student application (blue sheet)
4/7	Other Entities: Employer, Labor School to Work, & Career Education Trumbull (Two panel and two speaker presentations)	A. Read: 1. "Unions in School-to-Careers: Friend or Foe?", TECHNIQUES, Jan., 98. 2. "Interview: What do Employers Want?" TECHNIQUES, May, 97. 3. Overview: Ohio's Economic Advantage, Ohio Bd of Regents, Bureau of Employment Services, Department of Education 4. "Will Tech Prep Survive School-to-Work?" Bragg, TECHNIQUES, Apr., 97. B. Do colleague inservice and attendant evaluations re: employer panel.
4/21	School Counselor Trumbull (No panel or speakers)	A. Read: "A Counseling Conversion," Parsons. TECHNIQUES, Oct., 97. B. Sharing of student interview experiences C. Bring to class: homemade and/or professionally prepared samples of TECH PREP material. BRING COPIES TO SHARE--NEED **20** COPIES, i.e., one copy for each district represented in the workshop, instructor, consortia personnel, and ODE report. Be prepared to present a **brief** oral explanation.
4/28	New Perspectives Columbiana (No panel or speaker)	A. Read: What Will Tech Prep Be in 2003? Hull. TECHNIQUES, Nov. 97. B. Sharing in class of colleague inservice experiences, evaluations C. Sharing of any unfinished assignments from 4/21
5/5	Student/Parent Perspectives Columbiana (Panel; Survey folks)	A. Read: "The Gatekeepers," Gray. TECHNIQUES, Jan., 97. B. Survey construction participants will orally report their work and providea sample survey for each participant. (Need 40 copies).
5/12	Review, Action Planning, Evaluation	A. Ideal, pragmatic, or inservice outline B. Article review forms for absences. C. Action Plan forms. Wellington (Homework or in class?)

TECH PREP 101

Margaret Wellington, NCC, LPC, OCPC
(330) 872-7561 E-Mail: Welletal@aol.com

Goal: Participants will learn the "basics" of TECH PREP to enable them to be a knowledgeable partner in the TECH PREP process and program.

Activities: Participants will:
1. Identify occupations that may require a technical background.
2. Share current perceptions of TECH PREP.
3. Complete a guided learning activity.
4. Consider their role in TECH PREP.

1. The TECH PREP "movement" was initiated by _____ former university and college president, as well as teacher, principal, superintendent and Oregon State Superintendent of Public Instruction. Two of the texts he authored that contain the guiding principles of TECH PREP are _____, published in _____, and _____: Searching for Meaning in Education, 1994.

2. _____ coauthor of TECH PREP ASSOCIATE DEGREE, is now filling the national leadership role in TECH PREP.

3. Both of the above studied the success of the educational system preparing students for employment in _____.

4. The leaders (and major resources) of the TECH PREP program in Ohio are: _____TECH PREP Supervisor, Department of Vocational Education, State Department of Education, and, _____, Board of Regents.

5. TECH PREP initiatives were originally funded by the _____Vocational and Applied Technology Education Amendments of 190, and some consider TECH PREP one type of _____initiative.

6. The major purpose of TECH PREP is to provide a _____transition between secondary and post-secondary education for two-year technical careers and provide graduates of the program with employability skills.

7. TECH PREP represents a _____ change in education, not merely a cosmetic alteration of how courses are taught and includes the sharing of _____ among the partners.

8. Seven goals of TECH PREP:
   1. Reduce school _____rates
   2. Increase students' _____ skills in math, English, and science
   3. Improve students' _____for further study or work
   4. Increase numbers of high school graduates pursuing postsecondary education
   5. Increase student's opportunities for _____ assistance
   6. Increase _____of two-year college occupational degree programs
   7. Increase number of skilled workers for area businesses in _____ vocational/technical positions.

9. Although the developers of the TECH PREP philosophy contend that the program is designed to meet the needs of those falling in the range of the bell-shaped curve.

10. Some practitioners, however, believe it is more realistic to target portion of the curve, since TECH PREP is, in fact a college-oriented program, and often requires a strong background in math and/or science .

11. Who is a TECH PREP student?

1. _____ 4. _____
2. _____ 5. _____
3. _____

12. Currently, there are _____ TECH PREP Consortia in Ohio.

13. Each consortia has its own unique organization and _____system, a coordinator, who is usually an employee of the associate degree granting institution, and a "board" comprised of selected representatives of each "partner" group as well as others, e.g., county board of education, local representatives of state/federal agencies, e.g., PIC, Ohio Department of Development, etc.

14. The major partners in each TECH PREP consortium are:
A. _____(including "traditional" and vocational schools)
B. A _____ institution that awards associate degrees
C. _____.

15. A major thrust of TECH PREP is the inclusion of _____competencies in secondary and post-secondary course work which is designed to be "hands-on". Although not synonymous with the integrated curricula and models of curricula adopted by the State of Ohio for secondary schools, TECH PREP curricula and the models are highly compatible. TECH PREP curricula is designed with _____business and industry needs as a focus.

16. TECH PREP course work at both the secondary and post secondary level is designed at the State level with both secondary, post-secondary representatives, and business and industry representatives in a formal TECH PREP Competency Profile or (____) process. Each group develops its area of expertise, then their efforts are combined. The coursework designed through this process can be delivered at _____, and _____ schools as well as at _____ degree granting schools.

17. Examples of TECH PREP programs are:

_____ _____

_____ _____

18. The TECH-PREP/ASSOCIATE-DEGREE PROGRAM:
Runs parallel with and does not replace,_____, or _____ programs

Combines common core of learning and _____ education
Rests on foundation of basic proficiency in math, science, communications and _____
Has content presented in _____settings
Grades 11, 12, and _____.
Has a structured and closely coordinated _____
Is built around career _____and technical-system study.

19. Which programs a TECH PREP consortia offers is based on _____business & industry needs.

20. The Ohio Department of _____ is a state department that should be involved in TECH PREP program development. This department is highly involved in school-to-work program funding as well as other types of employability training. (There's a regional office for our area).

21. Although "formal" TECH PREP coursework often begins in the ___grade, the Individual Career Plan, (___) mandated for each ninth grade student, and which is reviewed annually in 10-12 grade, is considered integral to TECH PREP. A planned _____education program grades 7 -12 is integral to the TECH PREP program, as is the new _____ for seniors.

22. TECH PREP courses are not "_____"academic courses. The courses invest more time in hands-on activities and therefore, concepts may take more time to teach.

23. Students must show competencies in academics, employability and _____ at the completion of twelfth grade and at the completion of the associate degree.

24. To insure that a quality TECH PREP curriculum is delivered, teacher _____is necessary. In many consortia, secondary teachers along with instructors from associate degree granting institutions have worked cooperatively in designing curricula that "covers the basics", is more "hands-on", based on the TCP information, and is related to TECH PREP areas of study. This cooperative effort is designed to avoid _____ of coursework.

25. TECH PREP _____ be designed so that courses taken in the secondary setting will allow the student to obtain an associate degree with fewer credit hours.

26. It may be designed so the student will be able to move directly into college level courses, be less in need of preparatory coursework, avoid _____ coursework, and be afforded the opportunity to take more demanding courses. This will, in effect, make the student more employable by providing higher level skills.

27. _____play a pivotal role in explaining (marketing) TECH PREP, to students, parents, and other staff members.

28. Of interest to school counselors is how four year degree granting institutions will _____ for TECH PREP courses. This issue is currently being addressed by college admission counselors

29. An additional issue concerns how _____ looks at TECH PREP courses. Their interpretation (and acceptance) will depend on how school officials complete the _____form.

30. Whether federally funded or not, TECH PREP is here to stay. TECH PREP provides a better curriculum for the "_____" to enhance their education and employability options.

TECH PREP Perspectives for School Counselors Workshop
An Expressed and Assessed School Counselor Needs-based Workshop
Kent State University, Spring Semester, 1998
Margaret Wellington, Instructor

Assignment Check List

_____	1. Classroom Visit Form	(Note: I did say this was not required; however, I would appreciate one being submitted--a group form is fine if you visited as a group. Please put all names of those who visited at the same time on the form).
_____	2. Student Interview Form	(Two may work together; please put both names on form).
_____	3. Colleague Inservice Form (Sharing with a minimum of five colleagues what was shared by the employer panel)	Submit form with five evaluations stapled to it. **(Due 5/5)**
_____	4. Action plan	Submit white and yellow copies. Retain pink copy.
_____	5. Final Project	Please label in heading: Ideal, Pragmatic, or TECH PREP Staff Inservice. Those assigned special projects, see me.
_____	6. Article Review Form	For each absence, for a maximum of two absences.
_____	7. Post test and surveys	Will be completed in class 5/12.

Site Facilitator

Please explain the first session you are the facilitator (if this has not been explained previously):

"I have been asked to be the site facilitator...My job is to help make the session run more smoothly. I'll ask you to be seated a minute or two before class begins. I'll also be distributing and collecting material such as the sign in sheet, handouts, and any assignments. Later I will mail these to Peggy. I'll help get the group work started and distribute (and later collect) the chart paper, markers, etc. If you have any questions I can help with, let me know."

1. **Before class:**
   a. Arrive 15-20 minutes early
   b. Open room if necessary*
   c. Turn on equipment*
   d. Check in with site manager: (John Fieldhouse, CCCC; Bill Walker, McDonald HS)
      1. Make certain he/she knows your role...share this sheet with him/her
      2. Ask him/her what other duties/tasks/ways you can assist
   e. Make certain furniture is arranged for class
   f. Locate chart paper, markers, tape, etc., and have ready for group work.

2. **Start of class: (or a couple of minutes before)**
   a. Ask participants to be seated (Or, "Class will begin in two minutes...")
   b. Distribute (and collect at conclusion) sign in sheet
   c. Draw attention to monitor if necessary.

3. **During class: #1: Let the presenter at the DLS know if he/she cannot be heard, a picture cannot be seen, etc.**
   a. Provide any oral instructions that may be necessary
   b. Collect any assignments
   c. Distribute handout material
   d. When participants break into groups:
      1. Encourage arrangement of groups around the room
      2. Encourage participants to work with different people
      3. Remind each group to choose a facilitator and recorder
      4. Distribute chart paper, markers, tape, etc., to groups
      5. Circulate around the room and unobtrusively insure groups remain on task (Or, if you choose, participate in a group)
   e. Help "reorder" the class at the conclusion of group work
   f. "Round up" participants a few minutes before break time is over.

4. **Conclusion of class:**
   a. Be willing to remain 10-15 minutes after class to complete the following tasks
   b. Collect chart paper, markers, tape, etc. and "store" where directed
   c. Maintain chart paper used by groups (roll up or fold)
   d. Help "close" room
      1. Put chairs, tables in order prior to session
      2. Check for scrap/waste paper, etc.
      3. Assist in turning off equipment*
   e. Call me at the other site if necessary (Use phone on fax/copy machine--phone number is listed on the machine--depress cover where site is listed).

5. **Day following class:**
   a. Mail any material requested to me, e.g., sign in sheet, groups' recorders' notes, etc.
      1. Addressed envelopes provided
      2. Keep track of postage, I will reimburse
   b. Call me if you have any concerns or to let me know anything you think important
      My phone number is: (330) 872-7561, or E-Mail: Welletal@aol.com.

Thank you for your help. I don't know how distance learning would work without a person doing what you *volunteered* to do.

***The site manager will probably assume these tasks.**

Facilitator and Recorder Responsiblities For Group Activities

Facilitator Responsibilities:

1. Bring group to order in a quick, efficient manner.
2. Make certain a recorder has been selected.
3. Repeat and/or outline the task.
4. Ask the instructor if the group needs any item/direction/etc. clarified.
5. Keep group on task. (Try to keep "war stories" to a minimum).
6. Apportion the time alloted so that all tasks/issues assigned are covered.
7. Insure that all in the group:
    a. Have an opportunity to participate
    b. Participate--encourage those who may be reluctant.
8. Periodically, note the time for the group.
9. Try to complete the task a few minutes prior to the time alloted so the points identified/listed by the group can be reviewed by the group.
10. (You or recorder) Lead group through a review of the items identified/listed.
11. Any other task you deem important for the success of the group.

Recorder Responsibilities:

1. Obtain chart paper/marker/tape, or other alternative recording materials.
2. Place recording material in a place that:
    a. Will not damage walls, boards, etc.
    b. Where all in group can see.
3. **WRITE LARGE--**
    a. Remember all must be able to see the chart paper.
    b. More chart paper is available.
    c. Record responses as given. Ask for clarification if necessary. If the responses need to be edited, have the person responding or the group as a whole do the editing.
    d. Make additions/corrections to recorded material as directed by group.
4. Be prepared to report out the work accomplished by the group.
5. Report out the group work clearly, concisely, and so all can easily hear. (Pointing out items is often helpful).
6. Take down the chart paper at the conclusion of the session.
7. Make certain the instructor has the completed chart sheets, markers, tape, etc., at the conclusion of the session.
8. Any other task you deem important to the group that can be fulfilled by your role.

TECH PREP Classroom Visitation
TECH PREP Perspectives for School Counselors
Kent State University
Spring Semester, 1998

Assignment goal: Participants will observe and draw conclusions regarding instruction of a TECH PREP class which will enhance their ability to share appropriate information with potential TECH PREP students.

Assignment objective: Participants will have first-hand knowledge of TECH PREP classroom instruction.

Assignment activities: Participants will make a request to both his/her principal and the teacher of the TECH PREP classroom he/she plans to observe. The participant will then visit the classroom and make observations which will be shared during a workshop session. No written report is required.

Special notes regarding this "assignment":

Since this assignment will most likely be accomplished on work time, it *cannot be required.* However, I strongly suggest that a visit will significantly improve your knowledge of TECH PREP classroom methods and approaches to share with potential TECH PREP students.

Sample memos for both your building principal and TECH PREP classroom teacher have been provided.

Please give at least two weeks notice prior to your visit to both your principal and the TECH PREP classroom teacher.

Please remember some teachers may be uncomfortable having you observe. Please respect the wishes of any teacher who declines your request.

Arrange to spend a minimum of one to two class periods observing-- a 10 or 20 minute visit won't provide enough time to make thoughtful observations.

Plan to complete the assignment prior to the related workshop discussion. (See syllabus).

If you have reservations about completing this assignment, I prefer you not do it-- no questions asked.

TO: The Building Principal

FROM: The participant(s) from your building enrolled in the
Kent State University TECH PREP Perspectives for School Counselors Workshop
funded by an Ohio Department of Education Professional Development Grant

RE: Request for an opportunity to visit and observe a TECH PREP classroom

The instructor of the TECH PREP Perspectives for School Counselors Workshop in which I am enrolled has suggested workshop participants visit a TECH PREP classroom to observe for one or two periods. Although this "assignment" cannot be required because it must be completed on work time, our instructor strongly believes a visit will significantly improve my knowledge of TECH PREP classroom methods and approaches to share with potential TECH PREP students from our building.

I am requesting I be permitted to visit a TECH PREP class held at _____within the next two weeks. To accomplish this I will need to be out of the building from_____ until _____. If you approve my visit, I will need to arrange the date with the teacher whose classroom I will be visiting. I will inform you of the day, date, and times at least two days in advance. In addition, I will be happy to share my observations with you.

Please let me know at your earliest convenience if I can make this visit.

Thank you.

TO: _____, TECH PREP Class room teacher

FROM: Participant(s) _____ enrolled in the Kent State University TECH PREP Perspectives for School Counselors Workshop funded by an Ohio Department of Education Professional Development Grant

RE: Request for an opportunity to visit and observe your TECH PREP classroom

The instructor of the TECH PREP Perspectives for School Counselors Workshop in which I am enrolled has suggested workshop participants visit a TECH PREP classroom to observe for one or two periods. Although this "assignment" cannot be required because it must be completed on work time, our instructor strongly believes a visit will significantly improve my knowledge of TECH PREP classroom methods and approaches to share with potential TECH PREP students from our building. I am primarily interested in observing the similarities and differences in what students do in traditional and TECH PREP classes. Although I would appreciate an opportunity to talk with some of the students when I visit, I will quietly observe if you prefer, so I don't interrupt instruction.

I am requesting your approval to visit your TECH PREP class--at your convenience--sometime within the next two weeks. I would appreciate a call from you so a date and time can be arranged. If you prefer I not visit your class room, would you call to let me know and perhaps suggest another class I might visit?

Please let me know at your earliest convenience if I can make this visit. You can reach me at this phone number: _____ which is at _____School. The best time to call me is _____.

Thank you for your time and consideration.

Classroom Visitation/Regional Showcase Form
(Please type or write legibly in black ink)

1. Name: _____

2. I (check one) ____Visited a Classroom
   Site: _____
   Date: _____
   Instructor: _____
   ____ Attended the Regional Showcase

3. Three observations I made that enhanced my knowledge of TECH PREP were:
   A. _____
   _____
   B. _____
   _____
   C. _____
   _____

4. With what population(s) can you use this information? _____

5. Cite three ways you will use this experience/information with the population(s) cited above:
   A. _____
   _____
   B. _____
   _____
   C. _____
   _____

6. Cite one observation from this experience that impressed you most:
   _____
   _____

7. (Optional) What could you tell TECH PREP personnel from this experience that could assist them?
   _____
   _____
   _____
   _____

(Responses will be shared with TECH PREP personnel)

TECH PREP

Student Interview Form

Student's first name: _____ TECH PREP program: _____

Each student will respond to item "A". Select a minimum of four additional items to which the student will respond. On the line in front of each item, note the letter of the item to which the student is responding. Please elicit more than "Yes/No" responses. Type or write responses legibly in black ink for easier copying. Interview questions:

A. Why did you choose to enroll in a TECH PREP program? Who or what influenced you? (Person, experiences, etc.)
B. Is the TECH PREP program what you thought it would be? Explain. Would you choose it again?
C. How has the program met/not met your expectations?
D. What do you like best/least about your program?
E. What courses in high school benefitted you most for TECH PREP preparation? How specifically?
F. What kind of student should not consider TECH PREP?
G. What should a *counselor* tell a prospective student about TECH PREP?
H. What would *you* tell another student about your program choice? About TECH PREP?
I. Has being in the TECH PREP program impacted your relationship with your home school? Explain.
J. How do you plan to continue the TECH PREP path?

A. Why did you choose to enroll in a TECH PREP program? Who or what influenced you?

_____
_____
_____
_____
_____

_____
_____
_____
_____

_____
_____
_____
_____

_____
_____
_____
_____

_____
_____
_____
_____

Interviewer's comments:

_____
_____
_____
_____
_____

Your Name(s)_____

Colleague Inservice Report Form Cover Sheet
TECH PREP Perspectives for School Counselors
Kent State University, Spring Semester, 1998

Assignment goal: Participants will acquaint colleagues with TECH PREP information learned from the business, industry, and labor panel presentation they can use to improve instruction.

Assignment objective: Participants will have a structured setting to share informaton learned in the workshop.

Assignment Activities: Participants will prepare a brief (20 minute minimum) inservice to a minimum of five colleagues, distribute notices of the inservice, deliver the inservice, distribute and collect colleagues' evaluations of the TECH PREP panel information presented.
Submit the evaluations stapled to this cover sheet to the instructor the workshop session following the presentation.

To be completed on this cover sheet by the presenter(s) following the presentation:

1. How many colleagues attended your presentation? _____ 2. Date and time presented: ___/___/ from___:___ to: ___:___

3. How would you rate their reception of the information?

___ very well rec'd ___ well rec'd ___ couldn't get a read ___not well rec'd ___very unwelcomed reception

4. Your reaction to the presentation, its reception, observations, how this assignment could have been improved, etc.

_____

_____

_____

Sample notice of presentation (2 copies)

- - - - - - - - - - - - -

I am/we are currently enrolled in a workshop entitled, "TECH PREP Perspectives." During the workshop we have learned about the perspectives of many groups involved with TECH PREP. As part of the workshop requirement, we need to make a brief presentation to some of our colleagues about the information shared by the business, industry and labor panel members. I/we would like you to attend. The presentation will be:

_____ and will be held _____.
Day Date From - To (Place)

Thank you for your time and consideration.

_____
Signature(s)

- - - - - - - - - - - - -

I am/we are currently enrolled in a workshop entitled, "TECH PREP Perspectives." During the workshop we have learned about the perspectives of many groups involved with TECH PREP. As part of the workshop requirement, we need to make a brief presentation to some of our colleagues about the information shared by the business, industry and labor panel members. I would like you to attend. The presentation will be:

_____ and will be held _____.
Day Date From - To (Place)

Thank you for your time and consideration.

_____
Signature(s)

Sample evaluation form (2 copies)
(One evaluation must be submitted by each of your colleagues who attended the presentation).

- - - - - - - - - - - - -

Evaluation of TECH PREP Information Inservice

I attended the presentation on __/__/98.

1. Two things I learned about TECH PREP that I didn't know before were:

   A. _____

   B. _____

2. Two ways I can use this information to improve instruction and/or directly use it with the students I teach are:

   A. _____

   B. _____

3. Comments I have about the information presented (not a critique of the presenters!) are:

   _____

   _____

4. It would be helpful to learn more about TECH PREP _____ yes _____ no ____ not sure

- - - - - - - - - - - - -

Evaluation of TECH PREP Information Inservice

I attended the presentation on __/__/98.

1. Two things I learned about TECH PREP that I didn't know before about were:

   A. _____

   B. _____

2. Two ways I can use this information to improve instruction and/or directly use it with the students I teach are:

   A. _____

   B. _____

3. Comments I have about the information presented (not a critique of the presenters!) are:

   _____

   _____

4. It would be helpful to learn more about TECH PREP _____ yes _____ no ____ not sure

Action Plan

Name: _____ **Building:** _____

School phone: _____ **District:** _____

Building Administrator: _____

Workshop Title: _____ **Workshop date:** _____

Goal: (Relate to students; use measurable verbs, broad terms, e.g., "(Define) students will...
Students will learn information about TECH PREP to make better career decisions.

_____

What is to be accomplished? (Objectives are specific & measurable)	Who will accomplish it?	When will it be accomplished?	When will it be completed?	How will success be measured? (Use measurable terms--how will you measure what students learned...
Objective based on the goal: Students will learn about TECH PREP first hand. **Activities based on the objective:** Selected sophomore students will visit a TECH PREP class.	Sophmore counselor	Last week of April, 1998	May, 1998	Each student will complete an evaluation of the visit. The evaluation responses will be tallied. Conclusions will be drawn from the results.
Objective based on the goal: **Activities based on the objective:**				
Objective based on the goal: **Activities based on the objective:**				

The goal of _____
was (was not) achieved because (site measurable outcomes) _____

_____

What needs to be accomplished next is _____

_____

Ideal/Pragmatic TECH PREP Program for Your District: Suggested Issues to Address

(Note: These issues may be addressed differently for the ideal and pragmatic programs)

Include a heading with your name, title of this course, date, your district

1. Cite **career field(s)** considered (computer technology, engineering technology, etc.)
2. **Staff**
   a. Available with certification
      1. In the field
      2. Vocationally certificated
   b. Staffing needs
      1. In the field
      2. Vocationally certificated
   c. Related course work staffing needs (if necessary)
3. **Facilities**
   a. Available
      1. Lab
      2. Related
   b. Needed
      1. Lab
      2. Related
4. **Equipment**
   a. Available
   b. Needed
5. **Materials**
   a. Available
   b. Needed
6. **Other** (For example, working with neighboring district to share facilities, staff; teacher training, staff inservice, surveying student needs, etc.).

Your Name: _____

Article Review Form
TECH PREP Perspectives for School Counselors
Kent State University
Spring Semester, 1998

Assignment goal and objective: Participants will learn the location and contents of TECH PREP articles that will serve as information resources for the development of ideas, skills, and methods to use with students.

Assignment activities: Participants will read, critique and complete a review form of one article for each absence to a maximum of two absences. Articles must be other than those used in the workshop.

NOTE: This form should be duplicated for use.

Copies of the articles and reviews submitted will not be returned but will be compiled in notebook form and provided to the Kent Consortia Coordinator for interested persons to use as reference.

Submit this completed review form as a cover sheet stapled to a photocopy of the article. Submit the last workshop session.

This article submitted for absence on __/___/98

Author (s)' Name (s):

_____
(Last) (First) , (Last) (First)

Title of Article:_____

Source of Article: _____
(Title) (Vol., no.) (Date) (Pages)

Brief Summary of Article

_____

_____

_____

_____

_____

Reaction to/Critique of Article

(For example, appropriateness for use of information in your setting, practicability of information, information that can be gleaned for use with students, etc.)

_____

_____

_____

_____

5 Minute
Article Review
(Will submit at conclusion of class)

Reviewed by: _____

1. Title of the reading

2. Source of the reading (Magazine title, Ohio Department of Education, title of book, etc.)

2. Author and credentials

3. 2 -3 sentences summarizing the reading

4. 2 -3 observations (critique, or agree/disagree, personal thoughts, etc.)

5. School counselors and other educators should be aware of this reading because....(2 - 3 sentences)

TECH PREP
Kent Columbiana, Trumbull, & Tuscarawas Consortium
Ray Timlin, Coordinator Paul Boguski, Assistant Coordinator
Kent Trumbull Campus 4314 Mahoning Ave NW Warren OH 44483

February 16, 1997
Jim Ritter
Kent Trumbull Campus
4314 Mahoning Ave NW
Warren OH 44483

RE: Request for you to make a workshop presentation to school counselors--RSVP enclosure

Dear Jim:

The Kent Columbiana, Trumbull & Tuscarawas TECH PREP Consortium in cooperation with the Mahoning County TECH PREP Consortium (MAC), received an Ohio Department of Education Professional Development grant to fund the development and instruction of a TECH PREP workshop for school counselors. The workshop goal is for participants to learn information to help students acquire accurate knowledge of TECH PREP programs to employ when making class choices and career plans. I was asked to develop and instruct the two semester hour Kent State University workshop which will be held March through May. Objectives were developed to meet the goal based on the expressed and assessed needs of school counselors from the school districts both consortia serve. The middle and high school counselors want to learn about different perspectives related to TECH PREP, for example, from the local, consortia, and state levels; business, industry, and labor; secondary and post secondary TECH PREP teachers; **associate degree personnel**; students and parents; as well as about the history and future of TECH PREP. The workshop will be held at two sites concurrently using the distance learning labs at McDonald High School in Trumbull County and the Columbiana Career Center. The Tuscarawas workshop will be held on Thursday evenings at the Buckeye Career Center in New Philadelphia. Presentations made at the Trumbull and Columbiana sites will be video taped to use at the Tuscarawas workshop sessions. I anticipate forty or more school counselors enrolling in the workshop.

As you can see, the school counselors want to learn about a TECH PREP perspective that's your area of expertise.

School counselors and I would appreciate you making a presentation as part of a panel regarding Associate Degree Programs and their relation to TECH PREP on

Tuesday evening, March 31, from 6:00 -6:45 at the McDonald Distance Learning Lab.
Others being asked to serve on this panel are Bob Sines and an Associate Degree representative from Youngstown State University.

Items counselors noted they would like The Associate Degree Panel to address are:

Incentives for TECH PREP students they could share when counseling students including:

1. Philosophy on:
   a. Testing out--Has the use of CLEP been considered for the computer program(s)?
   b. Earning college credit while in HS
2. Financial incentives
3. Potential employment
4. Associate Degree placement statistics
5. The relationship between TECH PREP And Associate Degree Programs
   a. How do you work in concert?
   b. Problems encountered?
6. Other items you deem important
7. Responding to participants' questions

I have enclosed a form and self-addressed stamped envelope for you to let me know if you are available to be a part of this presentation. I would appreciate if you would **return the form by Friday, February 27.**

I hope you can be a part of this workshop to help meet the goal of educating school counselors about TECH PREP.

If you have any questions or concerns, please give me a call at (330) 872-7561, or E-Mail: Welletal@aol.com. Thank you for your time and consideration.

Yours truly,

Margaret Wellington, NCC, LPC, OCPC

Questions Provided to Speakers and Panel Members

Questions provided to **Dr. Elaine Edgar**, Board of Regents:

1. Brief review of the State's "history" in TECH PREP
2. Clarify the relationship: Vocational education/ TECH PREP/School-To-Work
3. Statistics, e.g., programs, enrollment, placement
4. New Benchmarks
5. Strategic Plans
7. Why Pathways are limited to students enrolling in cooperating post secondary consorita instituion
8. Some novel approaches to TECH PREP being used in Ohio
9. How you think school counselors can help TECH PREP

Questions provided to **Consortia Representatives**:

Careers in demand related to TECH PREP
Consortia statistics--enrollment 11th, 12th, and post secondary
Potential new programs, sites
Anticipated changes re: TECH PREP
How business/industry/labor are working with TECH PREP
Your "vision" for TECH PREP
Resources/reference material available
Your expectations of school counselors--
How they can help the TECH PREP program
Responses to workshop participants questions

Questions provided to **secondary and post secondary teachers**:

Secondary teachers please discuss some of the following:

A. Your setting and a student's typical day, e.g. hr in each subject, moving to other classes, travel time, etc.
B. How your curriculum differs from traditional and vocational curriculum
C. How your instruction differs from traditional and vocational instruction
D. How you articulate with post secondary instructors & your curriculum provides a seemless transition to post-secondary
E. Major problems you/students encounter
F. What attributes, abilities would you prefer a student have for your program?
G. What are some of the advantages a TECH PREP student will have over a student entering an associate degree program who has not had TECH PREP instruction
H. How can school counselors best help the TECH PREP program?

Postsecondary teachers please discuss some of the following:

A. How do your expectations for TECH PREP students differ from those you have for non TECH PREP students?
B. How do you or have you articulate(d) with secondary TECH PREP teachers?
C. How will (or does) your instruction/classes for TECH PREP students differ from that afforded non TECH PREP students?
D. What major problems have you or do you anticipate with TECH PREP students/program?
E. What do you see as the major advantages for students to be enrolled in a TECH PREP program?
F. How can school counselors best help the TECH PREP program?

Questions provided to **Associate Degree Panel** Members:

Incentives for TECH PREP students they could share when counseling students including:

1. Philosophy on:
   a. Testing out--Has the use of CLEP been considered for the computer program(s)?
   b. Earning college credit while in HS
2. Financial incentives
3. Potential employment
4. Associate Degree placement statistics
5. The relationship between TECH PREP And Associate Degree Programs
   a. How do you work in concert?
   b. Problems encountered?
6. Other items you deem important
7. Responding to participants' questions

Questions provided to **Business, Industry and Labor** panel members:

1. How (and why) does your organization *currently support* the TECH PREP effort
2. How does your organization *plan to support* employment of TECH PREP students
3. How will/can your organization provide special consideration or programs for TECH PREP students
   A. While in high school
   B. While in post secondary school
   C. When seeking employment
4. Does your organization have a need for TECH PREP students? In what field? What do you perceive is the employment outlook in your organization for TECH PREP/Associate Degree employees?
5. What advantages will a TECH PREP student have to obtain employment in your organization
6. Bottom line, why should school counselors encourage students to enroll in TECH PREP programs?

Questions provided to the School-To-Work Region Coordinator

1. In twenty-five words or less, What is School-To-Work? How funded?
2. How is S-T-W impacting:
   a. My district?
   B. My role as school counselor?
3. What's the future of S-T-W?
4. What's the connection between S-T-W and TECH PREP?
5. How can I as a school counselor impact S-T-W?
6. Any other STW information you deem important for school counselors.

Questions provided to the Trumbull County Joint Vocational School VEPD Career Education Coordinator

Anything you'd like, Cin!!!! How about a quick review that kinda ties it all together--ICP, planning teams, passports*, TECH PREP, S-T-W....maybe even a handout/overhead showing some relationships...then, anything new on the horizon you think they'd should know. Ok? *Use of passports by KSU & YSU...get'em involved if you can, too. How about highlighting TP material you have...I going to ask S.N-Horvath to make a presentation re: the Middle School Program.

Questions provided to the student/parent panel members were developed by the workshop participants in a workshop cooperative learning activity. These questions, cited on the next page, were sent to each panel member.

TECH PREP

This is the list of items from the TECH PREP Perspectives Workshop participants to which they would like you to respond. *Please feel free to choose any of them as well as share anything you'd like that would be helpful for them* to learn more about TECH PREP to share with future TECH PREP students.

Before you begin to respond to these items and share your perceptions of TECH PREP, please introduce yourself and explain in what program and at what location you/your student is enrolled.

1. What major questions did you have about TECH PREP when first considering the program?

2. What would have helped you better learn about TECH PREP?

3. What suggestions do you have for school counselors regarding TECH PREP?

4. Are there any issues that "complicate" your participation in TECH PREP? (For example, transportation, scheduling classes, background course work, participation/communication with home school, etc.).

5. If you experience a "complicating" issue, what suggestions do you have for improving the situation?

6. How has TECH PREP met your/your student's needs and goals?

7. Overall, how could TECH PREP could be improved?

TECH PREP

April 28, 1998

TO: TECH PREP Students and Parents

FROM: Margaret Wellington, instructor, TECH PREP Perspectives for School Counselors Workshop

RE: Panel presentation

Thank you for agreeing to be part of the parent and student panel for the Kent State University TECH PREP workshop! During the workshop, the participants have heard from a lot of folks about TECH PREP--TECH PREP teachers, state level officials, TECH PREP program coordinators, and a school superintendent--among others. Now we need to learn from those who are most involved--students and parents!

Twenty-two of the workshop participants meet at McDonald High School--where you will present-- in the distance learning lab located near the middle of the building in the main hallway. Eight other workshop participants are at the Columbiana Career Center in Lisbon are "connected" to the class through the lab facilities.

Here is the tentative plan for the presentation:

- Panel members will "present" from 5:00 until 5:30, with an additional 15 minutes for questions.
- Each panel member will have five minutes to explain his/her responses to some of the items provided, but please feel free to add what you think would be most helpful for the workshop folks to know.
- At the conclusion of the five minute presentations, the workshop participants would like an opportunity to ask the panel members questions.

If you have any questions or concerns, please feel free to give me a call (best in the evening) at (330) 872-7561, or ask the school counselor who invited you.

I have enclosed the list of items the participants would like you to address, as well as a map to McDonald High School. There will be a person by the door to meet you when you arrive.

Again, thank you for being a part of the panel! Your effort will help school counselors have more knowledge about TECH PREP they can share with future TECH PREP students.

Profile of a TECH PREP Student
Responses from
TECH PREP Perspectives for School Counselors Workshop
Kent State University, Spring, 1998

Ability

Has Potential for college work

Is good academically, but unmotivated to attend college

Performs above average in college prep courses

Has strong math/science skills

Is capable of being put on target

Aptitude

Is a creative problem solver

Is a hands-on learner

Is independent, a good communicator, and self-directed

Is responsible

Interest

Is looking for classes other than those offered at the high school

Wants a class with application or related to the real world

Wants an abbreviated post secondary education

Has high interest in program area

(From Miami Valley TECH PREP Consortium)

~ May achieve satisfactorily through "rote" learning, but is capable of better than average achievement if engaged in hands-on/applied techniques during the learning process

~ May be interested in or capable of post-secondary education but has little sense of direction

~ Average/better than average math ability with at least Algebra I successfully completed

~ Interest in technology/science

~ Manually or mechanically oriented

~ Likes/favors practical applications of concepts being taught

~ Capable, bright but underachieving

Prerequisites for TECH PREP Program

Responses from

TECH PREP Perspectives for School Counselors Workshop

Kent State University, Spring, 1998

~ Is not deficient in credits

~ Is willing to leave home school

~ Is willing to have limited participation in extra curricular activities

~ Has access to transportation

~ Has good attendance record

~ Has passed all proficiency tests

~ Has parental support

Prerequisites for TECH PREP Program
(From Kent Trumbull TECH PREP Consortium Application)

~ Passed all parts of the ninth grade proficiency test

~ Credits in line for graduation

~ A grade of "C" or better in Algebra I or Integrated Math I and II

~ GPA of 2.5 or better

~ Attendance

~ Indicate if student has an IEP on file

Prerequisites for TECH PREP Program
(as used in the Miami Valley TECH PREP Consortium)

~ Must have passed all parts of the 9th grade proficiency

~ Algebra I with at least a "C"

~ Biology with at least a "C" (for Allied Health only)

~ Prepared for junior-level standing, no academic deficiencies

TECH PREP

School Counselors
TECH PREP
Pre-Post Workshop Survey

On the top two blanks on the right of the scan sheet please:

1. Print your name or social security number. Individual scan sheet responses will not be identified; however, I must have some way to separate the scan sheets into groups.
2. Below your name, please:
   a. Cite your job description:
      School counselor--middle/high/other (school counselor, not practicing, etc.)
      Administrator
      Other
   b. Note the county in which your school district is located.

Please respond independently. Use the NCR form for your responses.
Respond as follows:

A	B	c	D	E
Strongly Disagree	**Disagree**	**Neither or Disagree**	**Agree**	**Strongly Agree**

I. PERCEPTIONS: A. Knowledge

1. I understand the theory and philosophy of TECH PREP.
2. I am knowledgeable of the goals and objectives of the TECH PREP program.
3. I am aware of the advantages of the TECH PREP program.
4. I am familiar with how the TECH PREP curriculum is developed.
5. I am familiar with the TECH PREP curriculum.
6. I need to learn more about TECH PREP.

I. PERCEPTIONS: B. Recruitment/Selection

7. I am confident that I can explain the TECH PREP program to students.
8. I have sufficient TECH PREP material to share with students and parents.
9. I feel confident that I can select students for the TECH PREP program.

10. I have formally interviewed a TECH PREP student and used the information when talking with potential TECH PREP students.

11. I know the profile of a TECH PREP student so I can identify potential TECH PREP students.

12. I can explain the benefits of the TECH PREP program to school staff.

13. I know ways to promote TECH PREP programs in my school.

14. TECH PREP has potential for meeting the needs of students in my district.

15. Alternate delivery systems for TECH PREP such as ½ day programs would enhance enrollment of students from my district.

16. A TECH PREP program housed in my high school building would be ideal.

17. A TECH PREP program housed in my high school would be pragmatic.

I. PERCEPTIONS: C. Business/Industry/Labor

18. I know TECH PREP career opportunities in the local and national labor market.

19. I am familiar with local industries and businesses that will employ TECH PREP students.

20. I have a good working knowledge of the employment needs of area businesses, industries, and labor.

21. I have discussed TECH PREP with business, industry or labor representatives.

II. FACTUAL KNOWLEDGE: A. Program

22. School counselors play a pivotal role in selecting and recruiting students for TECH PREP.

23. TECH PREP programs demonstrate systemic change at both the secondary and postsecondary level.

24. TECH PREP is designed to provide a seamless transition from secondary to post secondary programs.

25. About 70% of all jobs will -require a technical training background.

26. TECH PREP really is a college program.

27. TECH PREP is designed for all students who are not preparing for a four year college program or attending a vocational program.

28. The major TECH PREP partners are secondary schools and colleges.

29. I have had the opportunity to interact with state leaders to learn about the TECH PREP program.

II. FACTUAL KNOWLEDGE: B. Curriculum

30. A TECH PREP curricula includes mathematics, science, communications, and employability competencies.

31. Students enrolled in TECH PREP classes may also enroll in college prep classes.

32. TECH PREP curriculum design reflects regional labor markets as a focus.

33. TECH PREP curriculum development is driven by business, industry, and labor needs.

34. Teachers instructing secondary TECH PREP classes must have vocational certification.

35. The ICP is an integral part of TECH PREP.

36. TECH PREP competencies are assessed at the 12th grade.

37. Students who complete a TECH PREP secondary program will have employable skills at the completion of high school.

38. I have observed a TECH PREP class and have seen how a TECH PREP class is instructed.

II. FACTUAL KNOWLEDGE: C. Implementation

39. TECH PREP programs may involve cooperative efforts among different school districts.

40. All public schools in our county are a part of the TECH PREP Consortium.

TECH PREP Perspectives for School Counselors Workshop
An Expressed and Assessed School Counselor Needs-based Workshop
Kent State University, Spring Semester, 1998
Margaret Wellington, Instructor
Post Workshop Survey of Activities

During the workshop, you participated in a number of activities. This survey is to ascertain the value of those activities to assist in the development of future workshops.

Directions:

Numbers 1-10 of the bubble sheet provided, please rank those activities as to their usefulness to ***improve your knowledge*** of TECH PREP.

Numbers 11-20 of the bubble sheet, please rank those same activities as to their usefulness in providing information ***you can share to improve student knowledge*** of TECH PREP.

Scale:	**A**	**B**	**C**	**D**	**E**
	No Use	**Little Use**	**Unsure of use**	**Some Use**	**Much Use**

1. Speaker presentations
2. Classroom visit
3. Student interview
4. Colleague inservice
5. Reading of articles
6. Workshop discussions (For example, sharing classroom visit and student interview experiences, processing speaker comments, etc.)
7. Cooperative learning activities (For example, critiquing the student application form, determining items to ask speakers, developing TECH PREP student prerequisites and profile, constructing questions to ask on student interview form, sharing copies of completed student interview forms, completing the article review forms, etc.).
8. Action planning
9. Final project (That is, ideal or pragmatic program; or, staff inservice; or, special assignment).
10. Overall workshop

On the blanks on the right side of the bubble sheet, please:

--List three ways the workshop could be improved. (Please number 1, 2, 3).
--List three additions that would make the workshop better. (Please number 4, 5, 6).
--Write two or three sentences of your impressions of/reaction to using distance learning for the workshop. (Please number this response 7).

Expressed Major Concerns RE: TECH PREP
March 3, 1998 --Initial Workshop session)
Kent State University
Workshop Participants
TECH PREP Perspectives

Margaret Wellington, Instructor
This activity completed at the conclusion of the workshop
May 12, 1998

Mark with an X on the blank in front of **5 of the items** below that reflect your strongest unanswered concerns you initially expressed at the first workshop session. Responses will be compiled and provided to consortium officials as suggestions for future inservices, etc.

_____ 1. Why TECH PREP if JVS is not at capacity?

_____ 2. Is there a large enough student pool?

_____ 3. Will jobs be there for graduates?

_____ 4. Where will the $ come from? (Funding for units)

_____ 5. Potential employers "buy in" to TECH PREP?

_____ 6. Overlap between TECH PREP and vocational school?

_____ 7. Ambiguity in selection process

_____ 8. Selection of new TECH PREP programs

_____ 9. Certification of TECH PREP teachers when credit is given for academic classes

_____10. How to get superintendent and board to support TECH PREP

_____11. How to maintain academic and employer standards and get numbers for TECH PREP

_____12. College acceptance of curricular programs

_____13. What do we mean by seamless education--articulations between HS, college, consortium

_____14. Follow up! Job performance, post secondary success

_____15. What is commitment from labor unions?

_____16. Lack of/timing of information

_____17. What problems if consortium becomes less selective?

CE 078 544

0

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Tech Prep Perspective for School Counselors Workshop, Post Workshop Report of Evaluation INstruments, Assignments, Conclusions, Recommendations.	
Author(s): Margaret Wellington	
Corporate Source: Kent Tech Prep Consortium 4314 Mahoning Ave NW Warren, OH 44483	Publication Date: May 1998

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

↑

X

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

↑

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

↑

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Raymond R. Timlin	Printed Name/Position/Title: Director, Kent Tech Prep Consortium Raymond R. Timlin
Organization/Address: Kent Tech Prep Consortium 4314 Mahoning Ave NW, Warren, OH 44483	Telephone: (330) 847-0571 FAX: (330) 847-6172
	E-Mail Address: timlinr@trumbull.kent.edu Date: May 24, 1999

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: